

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Wimauma Elementary	District Name: Hillsborough
Principal: Milady Astacio	Superintendent: MaryEllen Elia
SAC Chair: Gail Greenmum	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Milady Astacio	MA. Ed. Leadership M.S. Elem Ed. K-6, B.A. Psychology ESOL endorsement	8	11	08/12 B 08/11 C 77% AYP 08/10 A 85% AYP 08/09 A 95% AYP 07/08 A 06/07 A 05/06 A
Assistant Principal	Timothy Delgado	B.A. Arts, Art Elementary Ed (K-5) Certification MA Ed. Leadership	3	3	08/12 B 08/11 C 77% AYP

Highly Qualified Instructional Coaches

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

Subject 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)
Academic Intervention Specialist/ Reading	Janet Caruthers	BA Elementary and Early Childhood MS - English Ed. S - Reading	6	9	08/12 B 08/11 C 77% AYP 08/10 A 85% AYP 08/09 A 95% AYP 07/08 A AYP not met 06/07 A AYP not met 05/06 A AYP not met
Reading Coach	Cynthia Curry	Prekindergarten/Primary Education ESOL Endorsement	2	3	08/12 B
Reading	Laura Robinson	Elementary Ed. 1-6 ESOL Endorsement Reading Endorsement	7	6	08/12 B 08/11 C 77% AYP 08/10 A 85% AYP 08/09 A 95% AYP 07/08 A AYP not met 06/07 A AYP not met 05/06 A AYP not met
Science	Shawn Robinson	Elementary Ed 1-6 ESOL Endorsement	7	3	08/12 B 08/11 C 77% AYP 08/10 A 85% AYP 08/09 A 95% AYP

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					07/08 A AYP not met 06/07 A AYP not met 05/06 A AYP not met
Writing	Glenda Cress	Elementary Ed 1-6 ESOL Endorsement	2	1	08/12 B 08/11 C 77% AYP
Math	Betty Womack	Elementary Ed 1-6 ESOL Endorsement	7	6	08/12 B 08/11 C 77% AYP 08/10 A 85% AYP 08/09 A 95% AYP 07/08 A AYP not met 06/07 A AYP not met 05/06 A AYP not met

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	
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
Teachers <ul style="list-style-type: none"> • 7 out of field 	Depending on the needs of the teacher, one or more of the following strategies are implemented. <p><u>Administrators</u> Meet with the teachers four 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 • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	8% (4)	26% (13)	36% (18)	30% (15)	48% (24)	100% (50)	8% (4)	10% (5)	68% (34)

Teacher Mentoring Program

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Caroline Cooper	Therese Hanshaw	District EET Teacher/Mentor Paring	Bi-weekly meetings Observations Teacher Induction Program Training
Caroline Cooper	Deborah Paulsen	District EET Teacher/Mentor Paring	Bi-weekly meetings Observations Teacher Induction Program Training
Diamar Roman	Megan Peters	District EET Teacher/Mentor Paring	Bi-weekly meetings Observations Teacher Induction Program Training

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Services are provided to 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 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>
<p>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.</p>
<p>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.</p>
<p>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</p>
<p>Title X- Homeless</p>

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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 N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

School-Based MTSS/Rti Team
Identify the school-based MTSS Leadership Team. <u>Elementary</u> The leadership team includes: <ul style="list-style-type: none"> • Principal • Assistant Principal • Guidance Counselor • School Psychologist

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- Social Worker (Attendance)
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher
- Representatives from the PLCs for each grade level, K-5
- SAC Chair
- ELP Coordinator
- ELL Representative

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 Leadership team meets regularly (weekly). Specific responsibilities include:

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

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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/PSLT*.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 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.
 - Develop grading period or units of 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 (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school’s SIP goals?
 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

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.

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Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	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 Form 1, Form 2, Mock FCAT - Math Form A, Form B, Form C , Assessment Planning Tool- Reading Form 1, Form 2 – Science Monthly Writes/Hillsborough Writes - Writing	Scantron Achievement Series Data Wall PLC	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Close Reading Performance Task Nat-Geo Benchmark Assessments Go-Math Chapter Tests	Electronic Database PLC logs	Individual Teachers/ Team Leaders/ Subject Resource Teachers/AP
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) Think Central, Form A, Wimauma Writes, Nature of Science Questions	School Generated Database in Excel	Leadership Team/ ELP Facilitator
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

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Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
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Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, 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 **Literacy** Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers

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- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading **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 instructional support is provided to all teachers.

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

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

- Implementation and evaluation of the SIP reading goals/strategies 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)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

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

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

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

At Wimauma Elementary, 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. Some of our students entering Kindergarten have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at

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elementary schools in the summer and during the school year in selected Head Start 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?

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT will increase from 38% to 45%.	<u>2012 Current Level of Performance:*</u> 38%	<u>2013 Expected Level of Performance:*</u> 45%	-Teacher vary in knowledge in how to differentiate instruction for students scoring a Level 3 and above within the Readers Workshop.	-Engage students in grappling with complex text across curriculum to improve reading comprehension. - Guide teachers in selection/identification of complex text across curriculum. -Monitor the shift in the amount of informational text used across the curriculum. <u>Action Plan</u> 1. Teachers meet in weekly Professional Learning Communities (PLC) to discuss progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary. 2. Teachers will administer student interest surveys and progress monitoring assessments to determine baseline data and areas of strength and need. 3. Teachers meet in weekly Professional Learning Communities (PLC) to discuss data for comparison within grade levels to identify trends and design lessons to target instruction.	Who -Principal -AP -Reading Coach -Reading Resource -PLC Facilitators How -PLC agendas will be turned in weekly. -Monthly focus calendar will be turned in to administration. -Administration and Reading Coach will participate in PLC's looking for discussions related to complex text.	PLCs will review progress monitoring assessments weekly during PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. Together the PLC and Problem solving Leadership team will review progress monitoring assessment data to discuss positive trends and growth.	3x per year -FAIR(Comprehension/Fluency/Word Analysis) <u>During the Grading Period</u> -Student's written responses reflecting higher order thinking and understanding of complex text. -Macmillan/McGraw Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments.
				1.2.	1.2.	1.2.	1.2.
			-Teachers knowledge of effective progress monitoring/evaluation	-Offer trainings/Resource needs assessments to determine support plan.	Who -Principal -AP	-PLCs will review progress monitoring assessments weekly during PLC meetings. PLC	3x per year -FAIR(Comprehension/Fluency/Word Analysis)

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		tools for readers above and below proficiency.	-Assess students with identified progress monitoring tools. Identify trends and design lessons to target instruction. - <u>Action Plan</u> 1. Teachers meet in weekly Professional Learning Communities (PLC) to discuss progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary. 2. Teachers meet in weekly Professional Learning Communities (PLC) to discuss data for comparison within grade levels to identify trends and design lessons to target instruction.	-Reading Coach -Reading Resource -PLC Facilitators <u>How</u> -PLC agendas will be turned in weekly. -Monthly focus calendar will be turned in to administration. -Administration and Reading Coach will participate in PLC's looking for discussions related to complex text.	facilitator will share data with the Problem Solving Leadership Team. Together the PLC and Problem solving Leadership team will review progress monitoring assessment data to discuss positive trends and growth. -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	<u>During the Grading Period</u> -Student's written responses reflecting higher order thinking and understanding of complex text. -Macmillan/McGraw Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments.
		1.3. Teachers need to understand and use higher order text dependent questions. This will allow students to improve their comprehension by citing evidence from the text.	1.3. -Guide teachers in selection/identification of effective higher order questioning strategies using Webb's, and Bloom's Depth of Knowledge. - Guide teachers in scaffolding using the Gradual Release of Responsibility during their reading instruction.	1.3. <u>Who</u> -Principal -AP -Reading Coach -Reading Resource -PLC Facilitators <u>How</u> -PLC agendas will be turned in weekly. -Monthly focus calendar will be turned in to administration. -Administration and Reading Coach will participate in PLC's looking for discussions related to complex text.	1.3. -PLCs will review progress monitoring assessments weekly during PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. Together the PLC and Problem solving Leadership team will review progress monitoring assessment data to discuss positive trends and growth. -Reading Coach observations and walk through. -Administrative walk through looking for implementations of questioning strategies with fidelity and consistency.	1.3. <u>3x per year</u> -FAIR(Comprehension/ Fluency/Word Analysis) <u>During the Grading Period</u> -Student's written responses reflecting higher order thinking and understanding of complex text. -Macmillan/McGraw Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1. See Goals 1.1, 1.2, & 1.3	2.1. See Goals 1.1, 1.2, & 1.3	2.1. See Goals 1.1, 1.2, & 1.3	2.1. See Goals 1.1, 1.2, & 1.3	2.1. See Goals 1.1, 1.2, & 1.3
Reading Goal #2: In grades 3-5, the percentage of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 10% to 15%.	10%	15%					
			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 reading.			3.1.	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 67 to 70 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Grade Level PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. -Teachers struggle with identification and use of effective progress monitoring/evaluation tools for readers below proficiency.	Using the <u>PLAN-Do-Check-Act</u> model and backward design teachers will be able to structure their grade level PLCs focusing on the following questions: 1. What is it we expect them to learn? 2. How will we know if the students have learned it? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it?	Teacher Principal AP/ART Reading Coach Reading Resource <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.	PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3x per year -FAIR(Comprehension/Fluency/Word Analysis) <u>During the Grading Period</u> -Student's written responses reflecting higher order thinking and understanding of complex text. -Macmillan/McGraw Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments.
	67 points	70 points					
		3.3.	3.3.	3.3.	3.3.	3.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. -Scheduling a common planning time to meet with instructional coaches on a regular basis. -Obtaining qualified support personnel to assist with smaller group instruction.	4.1. -Student achievement improves through teachers' collaboration with colleagues and with the instructional coaches. <u>Actions/Details</u> - The Reading Coach will conduct data chats with teachers to discuss their student's data. -The Reading coach attends all grade level PLCs to: --Facilitate lesson planning. --Facilitate the development of higher order questioning and text dependent questioning. --Facilitate the development of common assessments. --Facilitate data analysis to determine the next step for instruction. --Facilitate the planning for interventions.	4.1. <u>Who</u> Teacher Principal AP/ART Reading Coach Reading Resource <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Administration will review the data collected between teachers and ELP teachers outlining skills that need remediation.	4.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Curriculum Based Measurement (CBM)	4.1. <u>3x per year</u> -FAIR(Comprehension/ Fluency/Word Analysis) <u>During the Grading Period</u> -Student's written responses reflecting higher order thinking and understanding of complex text. -Macmillan/McGraw Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments.	
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 78 points to 80 points.	<u>2012 Current Level of Performance:*</u> 78 points	<u>2013 Expected Level of Performance:*</u> 80 points					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1. <u>Who</u> Teacher Principal AP/ART Reading Coach Reading Resource	5A.1. -PLCs will review progress monitoring assessments weekly during PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. Together the PLC and Problem solving Leadership team will review progress monitoring assessment data to discuss positive trends and growth.	5A.1. <u>3x per year</u> -FAIR(Comprehension/ Fluency/Word Analysis) <u>During the Grading Period</u> -Student's written responses reflecting higher order thinking and understanding of complex text. -Macmillan/McGraw Hill Fluency Assessment -Student Independent Reading Conference Forms -Comprehension Strategy Assessments.
Reading Goal #5A: The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36 % to 42 %.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goals 1.1, 1.2, & 1.3	See Goals 1.1, 1.2, & 1.3	<u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Administration will review the data collected between teachers and ELP teachers outlining skills that need remediation. -Monthly focus calendar will be turned in to administration. -Administration and Reading Coach will participate in PLC's		
	White: 42 Black: N/A Hispanic: 36 Asian:N/A American Indian: N/A	White: 47 Black: N/A Hispanic: 42 Asian: N/A American Indian:N/A					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. See Goals 1.1,	5B.1. See Goals 1.1,	5B.1. <u>Who</u> Teacher	5B.1. PLCs will review progress monitoring assessments weekly	5B.1. <u>3x per year</u> -FAIR(Comprehension/

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<p>Reading Goal #5B:</p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.</p>	<p>2012 Current Level of Performance:*</p> <p>38%</p>	<p>2013 Expected Level of Performance:*</p> <p>44%</p>	<p>1.2, & 1.3</p> <p>Scheduling a common planning time to meet with instructional coaches on a regular basis.</p> <p>-Obtaining qualified support personnel to assist with smaller group instruction.</p>	<p>1.2, & 1.3</p> <p>Student achievement improves through teachers' collaboration with colleagues and with the instructional coaches.</p> <p>Actions/Details</p> <p>- The Reading Coach will conduct data chats with teachers to discuss their student's data.</p> <p>-The Reading coach attends all grade level PLCs to:</p> <p>--Facilitate lesson planning.</p> <p>--Facilitate the development of higher order questioning and text dependent questioning.</p> <p>--Facilitate the development of common assessments.</p> <p>--Facilitate data analysis to determine the next step for instruction.</p> <p>--Facilitate the planning for interventions.</p>	<p>Principal AP/ART Reading Coach Reading Resource</p> <p>How Monitored</p> <p>-PLC logs turned into administration.</p> <p>Administration provides feedback.</p> <p>-Administration will review the data collected between teachers and ELP teachers outlining skills that need remediation.</p> <p>-Monthly focus calendar will be turned in to administration.</p> <p>-Administration and Reading Coach will participate in PLC's</p>	<p>during PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. Together the PLC and Problem solving Leadership team will review progress monitoring assessment data to discuss positive trends and growth.</p>	<p>Fluency/Word Analysis)</p> <p>During the Grading Period</p> <p>-Student's written responses reflecting higher order thinking and understanding of complex text.</p> <p>-Macmillan/McGraw Hill Fluency Assessment</p> <p>-Student Independent Reading Conference Forms</p> <p>-Comprehension Strategy Assessments.</p>	
				5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
				5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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>	
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>The percentage of English Language Learners students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 23% to 31%.</p>	<p>2012 Current Level of Performance:*</p> <p>23%</p>	<p>2013 Expected Level of Performance:*</p> <p>31%</p>	<p>5C.1.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with CALLA. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation CALLA in not consistent across core courses.</p>	<p>5C.1.</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA).</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all K-5th grade teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers</p>	<p>5C.1.</p> <p>Who</p> <p>-School based Administrator</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p>How</p> <p>-Administrative walk-throughs using the walkthrough form from The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA instruction.</p> <p>-ERT model lessons using CALLA.</p>	<p>5C.1.</p> <p>Teacher Level</p> <p>Teachers reflect on lesson outcome and use this knowledge to drive future instruction.</p> <p>PLC Level</p> <p>-PLCs reflect on lesson outcomes and data to drive future instruction.</p> <p>-ERTs meet with Reading Coach, Reading Resource, Math Resource, and Science Resource Teachers PLCs to assist with the analysis of ELLs performance data.</p>	<p>5C.1.</p> <p>-FAIR (3x per year)</p> <p>-CELLA (annually)</p> <p>-DRA2 (2x per year)</p> <p>During the Grading Period</p> <p>-Core curriculum end of common unit/segment tests with data aggregated for performance.</p> <p>-District Form A assessments in Reading.</p>	

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				(DRTs) provide professional development to all administrators and how to conduct walk-throughs fidelity checks for CALLA. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data teachers will differentiate instruction to remediate/enhance instruction.	-ERT observes teachers using CALLA and provides feedback, coaching and support.	Leadership Team Level -FAIR data is used to drive teacher support and student supplemental instruction. -ERT will meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.2. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with A+RISE. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+RISE is not consistent across core courses.	5C.2. ELLs (LYA,LYB,& LYC) comprehension of course content/standards increases in all academic areas through the use of district's on-line program A+RISE located on IDEAS under Programs for ELL. Action Steps -ESOL Resource Teachers (ERT) provides professional development to all k-5 th grade teachers on how to access and use A+RISE Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+RISE Strategies for ELLs. -ERT observes k-5 th grade teachers using A+RISE and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walkthrough fidelity checks for use of A+RISE strategies for ELLs.	5C.2. Who -School based Administrator -District Resource Teachers -ESOL Resource Teachers How -Administrative walk-throughs using the ESOL Strategies Checklist.	5C.2. Teacher Level Teachers reflect on lesson outcome and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data to drive future instruction. -ERTs meet with Reading Coach, Reading Resource, Math Resource, and Science Resource Teachers PLCs to assist with the analysis of ELLs performance data. Leadership Team Level -FAIR data is used to drive teacher support and student supplemental instruction. -ERT will meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)	5C.2. -FAIR (3x per year) -CELLA (annually) -DRA2 (2x per year) During the Grading Period -Core curriculum end of common unit/segment tests with data aggregated for performance. -District Form A assessments in Reading.	
		5C.3. -Unfamiliar of ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise	5C.3. -ELLs (LYA,LYB, &LYC) comprehension of course content/standards improves through participation in the following day to day accommodations on core	5C.3. Who -School based Administrator -ESOL Resource Teachers How -Administrative walk-	5C.3. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3. During the Grading Period -Core curriculum end of common unit/segment tests with data aggregated for performance.	

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			in providing support. -Allocation of Bilingual Education Paraprofessional depending on number of ELLs.	content and district assessments across all academic areas. 1. Extended time (lesson and assessments) 2. Small group testing 3. Paraprofessional support (lessons and assessments) 4. Use of heritage language dictionary (lesson and assessments)	throughs using: *the ESOL Strategies Checklist. *Committee Meeting Recommendations. *Tools from the RTI Handbook and ELL RTI Checklist.		
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.	5D.1.	5D.1.	5D.1.	5D.1.
<p>Reading Goal #5D:</p> <p>The percentage of SWD scoring proficient on the 2012 FCAT Reading will increase from 18% to 26%.</p>	<p>2012 Current Level of Performance:*</p> <p>18%</p>	<p>2013 Expected Level of Performance:*</p> <p>26%</p>	<p>Teachers have varying abilities to differentiate instruction to SWDs.</p>	<p>ESE specialist will offer support in understanding and implementing Differentiated Instruction.</p> <p>ESE Specialist and Resource Teachers will help teachers learn various strategies for use in remediation and interventions.</p> <p>Teachers reflect on lesson outcome and use this knowledge to drive future instruction.</p>	<p>School Administrators Area ESE supervisors ESE Specialist</p> <p>School Administrators Area ESE supervisors ESE Specialist</p> <p>School Administrators Area ESE supervisors ESE Specialist</p>	<p>Walk through data collection to determine if the curriculum is being differentiated and that ESE remediation curriculum is being used.</p> <p>Teachers reflect on lesson outcome and use this knowledge to drive future instruction.</p> <p>Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment.</p>	<p>Core curriculum end of common unit/segment tests with data aggregated for performance.</p> <p>SRA Reading Mastery and Corrective Reading Assessments</p> <p>District Form A assessments in Reading.</p> <p>FAIR (3x yearly)</p> <p>DRA 2 (2x yearly)</p> <p>Student's written responses reflecting higher order thinking and understanding of complex text.</p> <p>Macmillan/McGraw Hill Fluency Assessment</p> <p>Comprehension Strategy Assessments.</p>
			5D.2. Teachers have varying knowledge of effective strategies for instructing SWD.	5D.2. ESE Specialist and Resource Teachers will help teachers learn various strategies for use in remediation and interventions.	5D.2. School Administrators Area ESE supervisors ESE Specialist	5D.2. Teachers reflect on lesson outcome and use this knowledge to drive future instruction.	5D.2.
			5D.3 Difficulty in scheduling common planning time among co-teachers/support	5D.3 Difficulty in scheduling common planning time among co-teachers/support	5D.3 ESE case managers will schedule weekly times to meet with coteachers and support facilitation partners. School Administrators	5D.3 School Administrators Area ESE supervisors ESE Specialist	5D.3 Collaboration logs will be used to monitor at least monthly meetings between ESE and

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		facilitators.	Area ESE supervisors ESE Specialist		regular education teachers	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Walk to Success Intervention/Enrichment Time	Grades k-5	Reading Coach Reading Resource Teacher District Resource Teacher PLC Facilitator	School wide	Monday Early Release Weekly (1 x a week) On-going	Problem/Solving/Reading Leadership Team will monitor implementation of interventions determine by each grade level team.	Problem Solving/Reading Leadership Team Administration Peer mentors
The 3 S's of Complex Text: Selecting/Identifying Complex Text, Shifting to Increased Use of Informational Text, Sharing of Complex Text with all Students	Grades K-5	Reading Coach Reading Resource Teacher	School-wide	Weekly PLC meetings On-going Fishbowl planning opportunities	Classroom walkthroughs. Coaching Cycles	Problem Solving/Reading Leadership Team Administration Peer mentors
Identifying and Creating Text-Dependent questions to deepen reading comprehension.	K-5	Reading Coach Reading Resource Teacher	School wide	Weekly PLC meetings On-going Fishbowl planning opportunities	Classroom walkthroughs. Coaching Cycles	Problem Solving/Reading Leadership Team Administration Peer mentors
Designing and Delivering a Close Reading Lesson Using in Depth-questioning	K-5	Reading Coach Reading Resource Teacher	School wide	Weekly PLC meetings On-going Fishbowl planning opportunities	Classroom walkthroughs. Coaching Cycles	Problem Solving/Reading Leadership Team Administration Peer mentors
ELL Strategies	K-5	Reading Coach Reading Resource Teacher	School wide	On-going	Classroom walkthroughs.	Administration

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Increase the number of teachers that know how to promote the use of differentiated instruction to meet the needs of high achievers.	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in the new math GCGs (Global Concept Guides). Lessons will provide instruction with both re-teaching and enrichment included when needed..	1.1. Who: Principal Assistant principal Instructional Coaches PLC Facilitator Math instructors	1.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment.	1.1. FCAT Practice Mid-year Testing Mini assessments Chapter Tests I Station Think Central Soar to Success First in Math
Mathematics Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math will increase from 54% to 60%.	<u>2012 Current Level of Performance:*</u> 54%	<u>2013 Expected Level of Performance:*</u> 60%	More teachers need to be trained and aware of the best means to instruct students in the use of higher level application of mathematics through GCGs and the 8 practices of mathematics (SMPs)	Each unit lesson will provide various resources that will enhance and provide more rigor to the classroom in order to provide more depth in learning by all students. The 8 mathematical practices will be embedded in each lesson focused on depth of content knowledge. Real-world problems that encourage students to develop productive dispositions will prompt students to use a variety of strategies to explain logic and reasoning of their own and others. Our goal is to examine these mathematical practices and think about how each contributes to the development of mathematically proficient students.	1. Teachers meet in weekly Professional Learning Communities (PLC) to discuss monitoring/ and evaluation tools for measuring strategies and any misconceptions in problem solving. 2. Teachers will administer student progress monitoring assessments to determine baseline data and areas of strength and need. 3. Teachers meet in weekly Professional Learning Communities (PLC) to discuss data for comparison within grade levels to identify trends and design lessons to target instruction.	PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. More teachers need to be trained and aware of the best means to instruct students in the use of higher level application of mathematics through GCG's and the 8 Practices of Mathematics (SMPs). Promote the use of differentiated instruction to meet the needs of higher achievers.	2.1. Students' math skills will improve through use of the GCGs (Global Concept Guides). These lessons will provide instruction for both re-teaching and enrichment included when needed. These resources will provide more rigor in the classroom and also provide more depth in learning. SMPs are embedded in each lesson to focus on depth of content knowledge. We will examine these mathematical practices and think about how each contributes to the development of mathematically proficient students.	2.1. Who: Principal Assistant principal Instructional Coaches PLC Facilitator Math instructors 1. Teachers meet in weekly Professional Learning Communities (PLC) to discuss monitoring/ and evaluation tools for measuring strategies and any misconceptions in problem solving. 2. Teachers will administer student progress monitoring assessments to determine baseline data and areas of strength and need. 3. Teachers meet in weekly Professional Learning Communities (PLC) to discuss data for comparison within grade levels to identify trends and design lessons to target instruction.	2.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. FCAT Practice Mid-year Testing Mini Assessment Chapter Tests I Station Think Central Soar to Success C-Palms
Mathematics Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 20% to 25%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20%	25%					
			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.			3.1. The ELP (Extended Learning Program) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. Minimal communication between regular and ELP teachers.	3.1. Teachers will communicate with ELP teacher regarding specific skills that need to be mastered. Teachers will target specific skills that are not at a mastery level. When specific skills are mastered, students are exited	3.1. Who: Administrators Constant communication between the teacher and ELP teacher will exist to assure skills that needs remediation are being taught.	3.1. Administrators will review ELP data for each group on a nine week basis.	3.1. Mini-assessments Teacher made assessments
Mathematics Goal #3: In grades 4-5, the percentage of all Curriculum Students making learning gains on the 2013 FCAT Math will increase from 80 points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80	83					

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to 83 points.			Not always a direct correlation between what student missed in class and instruction received in ELP.	from the ELP program.			
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. The ELP (Extended Learning Program) does not always target the specific weakness of the student or collect data on an ongoing basis. Minimal communication between regular and ELP teachers.	4.1. Classroom teachers will communicate with ELP teachers regarding specific skills that students have not mastered. Teachers meet bi-weekly to discuss progress and curriculum. When the students have mastered the specific skill, they will be exited from the ELP program.	4.1. Who: Administrator How monitored: Administrators will receive communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.1. Administrators will receive and review ELP data for each group on a monthly basis.	4.1. Mini-assessments Teacher made assessments Teacher observations
Mathematics Goal #4: In grades 4-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT will increase from 65 points to 70 points.	2012 Current Level of Performance:* 65 points	2013 Expected Level of Performance:* 70 points					
			4.2.	4.2.	4.2.	4.2.	4.2.

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		4.3	4.3.	4.3.	4.3.	4.3.												
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool												
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017												
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.																		
<u>Math Goal #5:</u>																		
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1.1, 2.1, 3.1, & 4.1	5A.1. See Goals 1.1, 2.1, 3.1, & 4.1	5A.1. See Goals 1.1, 2.1, 3.1, & 4.1	5A.1. See Goals 1.1, 2.1, 3.1, & 4.1												
<u>Math Goal #5A:</u> The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 54% to 59%	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>White: 58%</td> <td>White: 62%</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic: 54%</td> <td>Hispanic: 59%</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: 58%	White: 62%	Black:	Black:	Hispanic: 54%	Hispanic: 59%	Asian:	Asian:	American Indian:	American Indian:					
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>																	
White: 58%	White: 62%																	
Black:	Black:																	
Hispanic: 54%	Hispanic: 59%																	
Asian:	Asian:																	
American Indian:	American Indian:																	
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.												
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.												
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool												
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.		5B.1.	5B.1. See Goals 1.1, 2.1, 3.1, & 4.1	5B.1. See Goals 1.1, 2.1, 3.1, & 4.1	5B.1. See Goals 1.1, 2.1, 3.1, & 4.1	5B.1. See Goals 1.1, 2.1, 3.1, & 4.1												
<u>Mathematics Goal #5B:</u> The percentage of Economically	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>															
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>																	

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Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 54% to 59%	54%	59%					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<p>Mathematics Goal #5C:</p> <p>The percentage of ELL students scoring proficient on the 2013 FCAT/FAA Math will increase from 43% to 49%</p>	<p>2012 Current Level of Performance:*</p> <p>43%</p>	<p>2013 Expected Level of Performance:*</p> <p>49%</p>	<p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with CALLA. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation CALLA in not consistent across core courses.</p>	<p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA).</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all K-5th grade teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators and how to conduct walk-throughs fidelity checks for CALLA.</p> <p>-Teachers administer, analyze, and aggregate data to determine the performance of ELLs compared to the whole group.</p>	<p>Who</p> <p>-School based Administrator -District Resource Teachers -ESOL Resource Teachers</p> <p>How</p> <p>-Administrative walk-throughs using the walkthrough form from The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA instruction.</p>	<p>Teacher Level</p> <p>Teachers reflect on lesson outcome and use this knowledge to drive future instruction.</p> <p>PLC Level</p> <p>-PLCs reflect on lesson outcomes and data to drive future instruction.</p> <p>-ERTs meet with Math Resource, and Math PLCs to assist with the analysis of ELLs performance data.</p> <p>Leadership Team Level</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERT will meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>2x per year</p> <p>District Baseline and Mid-Year Testing.</p> <p>During the Grading Period</p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>

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		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with A+RISE. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+RISE is not consistent across core courses.</p>	<p>5C.2.</p> <p>ELLs (LYA,LYB,& LYC) comprehension of course content/standards increases in all academic areas through the use of district's on-line program A+RISE located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>(ERT) provides professional development to all k-5th grade teachers on how to access and use A+RISE Strategies for ELLs at http://arises2s.com/s2s/ into Math lessons.</p> <p>-ERT models lessons using A+RISE Strategies for ELLs.</p> <p>-ERT observes k-5th grade teachers using A+RISE and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walkthrough fidelity checks for use of A+RISE strategies for ELLs.</p>	<p>5C.2.</p> <p>Who</p> <p>-School based Administrator -District Resource Teachers -ESOL Resource Teachers</p> <p>How</p> <p>-Administrative walk-throughs looking for implementation of A+RISE strategies.</p>	<p>5C.2.</p> <p>Teacher Level</p> <p>Teachers reflect on lesson outcome and use this knowledge to drive future instruction.</p> <p>PLC Level</p> <p>-PLCs reflect on lesson outcomes and data to drive future instruction.</p> <p>-ERTs meet with Math PLCs to assist with the analysis of ELLs performance data.</p> <p>Leadership Team Level</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERT will meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.2.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing.</p> <p>During the Grading Period</p> <p>-Core curriculum end of common unit/segment tests with data aggregated for ELL performance.</p>
		<p>5C.3.</p> <p>-Unfamiliar of ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional depending on number of ELLs.</p>	<p>5C.3.</p> <p>-ELLs (LYA,LYB, &LYC) comprehension of course content/standards improves through participation in the following day to day accommodations on core content and district assessments in Math:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Paraprofessional support (lessons and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.3.</p> <p>Who</p> <p>-School based Administrator -ESOL Resource Teachers</p> <p>How</p> <p>-Administrative walk-throughs using: *the ESOL Strategies Checklist. *Committee Meeting Recommendations. *Tools from the RTI Handbook and ELL RTI Checklist.</p>	<p>5C.3.</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing.</p> <p>During the Grading Period</p> <p>-Core curriculum end of common unit/segment tests with data aggregated for performance.</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.
Mathematics Goal #5D: The percentage of SWD students scoring proficient on the 2013 FCAT Math will increase from 34% to 35%	2012 Current Level of Performance: * 34%	2013 Expected Level of Performance: * 35%	Some teachers are not aware of strategies used to differentiate math instruction. Teachers will target specific skills that are not at a mastery level. Teachers have varying understanding of using ESE accommodations for instructional purposes. Teachers have varying knowledge of using strategies in order to remediate math skills in below level students.	Administrative walk-throughs looking for implementation of ESE strategies ESE teachers will participate in Professional Development in order to gain strategies and techniques that will enhance comprehension of math topics. School based Administrator District Resource Teachers ESE Specialist	Analyze core curriculum and Supplemental support, as well as district level assessments for ESE students. Use IEP instructional accommodations to determine the most effective approach for individual students. Teachers reflect on lesson outcome and use this knowledge to drive future instruction.	FCAT Practice Mid-year Testing Mini Assessment Chapter Tests District Baseline and Mid-Year Testing.
			5D.2. Minimal communication between regular and ESE teachers. Common planning time for ESE and regular education teachers who work together is not regularly scheduled.	5D.2. ESE case managers will meet with regular education teachers at least biweekly in order to plan and analyze data, in order to drive instruction.	5D.2. ESE case managers ESE Specialist School Based Administrator	5D.2. Collaboration Logs
			5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or 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
HOT (Higher Order Thinking)	K-5	Math Contact and Grade Level PLC Facilitator	School-wide	Beginning of 1 st 9 weeks Ongoing through weekly PLC meetings	Administrators will conduct targeted classroom walk-throughs to monitor HOT implementation	Administration Team
Powerful Planning	K-5	DRT in Math Math Resource Teacher	Schoolwide	Beginning of 1 st 9 weeks Ongoing at weekly PLC meetings	Math Resource Teacher will conduct weekly planning session with grade levels to monitor Power Planning implementation	Math Resource Teacher
Differentiated Instruction/GCG's and SMP's	K-5	Math Resource, Grade Level PLC leader	Administration, Math resource teacher, Grade level PLC	Beginning of 1 st 9 weeks Ongoing at weekly PLC meetings	Administrators will conduct targeted classroom walk-throughs to monitor the implementation of GCG's and SMP's.	Administration Team

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Science Assessment will increase from 50% to 55%	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	1.1. Teachers vary in their ability to identify student misconceptions, as well as the students’ depth of science content knowledge	1.1. Implement Active Thinking strategies, where students explain their thinking both orally and through written communication. The purpose of this strategy is for teachers to know what their students know as well as identify and clear up misconceptions as they come up	Principal APEI Science Resource Teacher Science Teachers <u>How to Monitor:</u> Use Active Thinking Homework Logs (gone over each morning) Incorporate Active Thinking as part of daily instruction	1.1. <u>Teacher Level:</u> Teacher observation of daily work <u>PLC Level:</u> Reflect on the student work to see if Active Thinking allowed students to make gains	1.1. <u>District Tests:</u> 5 th Grade Science Test 1 5 th Grade Science Test 2 <u>Tests During the Grading Period:</u> District Created Mini Assessments Chapter Tests Benchmark Tests
	50%	55%					
			1.2.	1.2	1.2.	1.2.	1.2.
			5 th grade teachers lack the time and content knowledge to work on areas of focus from 3 rd and 4 th content that is covered on FCAT Science 2.0.	1.2 Implement “Walk To Success” in Science to concentrate on areas of focus from 3 rd and 4 th content that is covered on FCAT Science 2.0. <u>Action Steps:</u> <ul style="list-style-type: none"> Analyze data from 5th Grade Science Test Form 1 Identify areas of focus from content taught in 3rd and 4th grade Using FCAT 2.0 Specs, led by science resource teacher, familiarize teachers in content from 3rd and 4th grade that is tested on FCAT Science 2.0. Have vertical 	Principal APEI Science Resource Teacher Science Teachers (Grades 3-5) <u>How to Monitor:</u> “Walk to Success” 4x a week every other week. (“Walk to Success” Science will alternate with Math)	1.2. <u>Teacher Level:</u> Teacher observation of “Walk to Success” work <u>PLC Level:</u> After assessment, reflect on the student work to see if “Walk to Success” allowed students to make gains. Improvements should show at least 70% of the students scoring at least 70% on area of focus questions	1.2. <u>District Tests:</u> 5 th Grade Science Test 1 (to gain the data) 5 th Grade Science Test 2(to evaluate) Mock Science FCAT 2.0 (to evaluate)

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			meetings with 3 rd and 4 th grade science teachers for strategies they used in covering material. <ul style="list-style-type: none"> Create mini lessons for "Walk to Success" to cover areas of focus 			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: The percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Science Assessment will increase from 21% to 25%	2012 Current Level of Performance: * 21%	2013 Expected Level of Performance: * 25%	Teachers vary in their ability to identify student misconceptions, as well as the students' depth of science content knowledge	Implement Active Thinking strategies, where students explain their thinking both orally and through written communication. The purpose of this strategy is for teachers to know what their students know as well as identify and clear up misconceptions as they come up	Principal APEI Science Resource Teacher Science Teachers <u>How to Monitor:</u> Use Active Thinking Homework Logs (gone over each morning) Incorporate Active Thinking as part of daily instruction	District Tests: 5 th Grade Science Test 1 5 th Grade Science Test 2 <u>Tests During the Grading Period:</u> District Created Mini Assessments Chapter Tests Benchmark Tests
			2.2. 5 th grade teachers lack the time and content knowledge to work on areas of focus from 3 rd and 4 th content that is covered on FCAT Science 2.0.	2.2. Implement "Walk To Success" in Science to concentrate on areas of focus from 3 rd and 4 th content that is covered on FCAT Science 2.0. <u>Action Steps:</u> <ul style="list-style-type: none"> Analyze data from 5th Grade Science Test Form 1 Identify areas of focus from content 	2.2. Principal APEI Science Resource Teacher Science Teachers (Grades 3-5) <u>How to Monitor:</u> "Walk to Success" 4x a week every other week. ("Walk to Success" Science will alternate	2.2. District Tests: 5 th Grade Science Test 1 (to gain the data) 5 th Grade Science Test 2(to evaluate) Mock Science FCAT 2.0 (to evaluate) <u>Teacher Level:</u> Teacher observation of "Walk to Success" work <u>PLC Level:</u> After assessment, reflect on the student work to see if "Walk to Success" allowed students to make gains. Improvements should show at least 70% of the students scoring at least 70% on area of focus

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			<p>taught in 3rd and 4th grade</p> <ul style="list-style-type: none"> Using FCAT 2.0 Specs, led by science resource teacher, familiarize teachers in content from 3rd and 4th grade that is tested on FCAT Science 2.0. Have vertical meetings with 3rd and 4th grade science teachers for strategies they used in covering material. <p>Create mini lessons for “Walk to Success” to cover areas of focus</p>	with Math)	questions	
		2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOTS (Higher Order Thinking Skills)	K-5	Science Resource/ Grade Level Science Representative	Grade Level PLC	On-going in grade level PLC once a Month in Science	Administrator and Science Resource Teacher targeted walk-throughs to monitor the HOTS process	Administration, Science Resource Teacher
Long Term Investigations (LTI)	K-5	Science Resource	Schoolwide	LTI changes monthly, on-going throughout the year	Science Resource Teacher walkthroughs to monitor monthly LTI's	Administration, Science Resource Teacher

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -New 4 th grade teachers do not have experience in planning and implementing mode based writing lessons.	1.1. - Teachers new to the profession and/or content area are required to attend PD trainings (including MOODLE based and face to face) for instructional delivery of mode specific writing. -Writing Resource Teacher will model sequential mode based writing lessons in classes daily (ongoing). -Teachers will partake in book studies or research, in addition to district offered trainings. -Writing Resource teacher will hold vertical Writing content meetings once a month to share information from district meetings.	1.1. <u>Who</u> Principal APEI Writing Resource Teacher <u>How Monitored:</u> -Administration & Writing Resource Teacher will notify teachers of upcoming trainings. -Monthly focus writing plans will be turned in. -Classroom walkthroughs and observations. -Writing content meeting agendas/notes turned in to administration.	1.1. -Monthly progress monitoring of student writing scores. -Teacher reflection of lessons. -Administrative walkthroughs.	1.1. 1.1. -Review of monthly demand writes and formative writing assessments to determine number and percent of students scoring above proficiency as determined by the rubric. -Teachers and Writing Resource Teacher will chart the increase in the number of students reaching 3.5 or above on the monthly writing prompt. - Student portfolios _Student's daily drafts -STAR interviews
Writing/LA Goal #1: In grade 4, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT Writes will increase from 82% to 85%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	82%	85%					
			1.2. New 4 th grade teachers lack practice in reviewing student writing to determine trends and needs to lead instruction.	1.2. - Writing PLCs (lead by Writing Resource Teacher) will discuss student trends, needs, & scores based on connections of student writing with updated state/district anchor papers. -Teachers & Writing Resource Teacher will create monthly writing menus for planning, mode, craft,	1.2. <u>Who</u> Principal APEI Writing Resource Teacher <u>How Monitored:</u> -PLCs review nine week data, set a new goal for the following nine weeks. -PLC logs, Class trends & blind scoring data	1.2. -Review of daily drafts and conference notes. -Analysis of student writing pieces to determine trends and needs during PLC discussion. Monthly progress monitoring of student writing scores. -Teacher reflection of lessons. -Administrative walkthroughs.	1.2. -Review of monthly demand writes and formative writing assessments to determine number and percent of students scoring above proficiency as determined by the rubric. - Student portfolios _Student's daily drafts -STAR interviews

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			conventions, spelling & elaboration as a list of essential teaching points for the month ahead based on student needs from previous month's demand writing scores. -Teachers will conduct daily ongoing conferences and STAR interviews at least one time a month.	collection sheets will be turned into administration monthly. -Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process. -STAR interviews will be monitored by Writing Resource Teacher.		
		1.3. All Language Arts teachers in grades 3-5 need updated FCAT Rubric trainings to accurately score student pieces during 2012-2013	1.3. Teachers will participate in updated FCAT Rubric trainings.	1.3. Who Principal APEI Writing Resource Teacher -Administration & Writing Resource Teacher will notify teachers of upcoming trainings.	1.3. -Review of daily drafts and conference notes. -Analysis of student writing pieces to determine trends and needs during PLC discussion Monthly progress monitoring of student writing scores. -Teacher reflection of lessons. -Administrative walkthroughs.	1.3. -Review of monthly demand writes and formative writing assessments to determine number and percent of students scoring above proficiency as determined by the rubric. - Student portfolios _Student's daily drafts -STAR interviews

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Voice in Writing	2-5 Face to Face	District/Writing Resource Teacher	Writing Teachers	As offered by the district	Administrative walkthroughs PLC discussions	Administration, Writing Resource Teacher
Teacher The Write Beginning	2-5 Online MOODLE	District/Writing Resource Teacher	Writing Teachers	As offered by the district	Administrative walkthroughs PLC discussions	Administration, Writing Resource Teacher
Writing Support Course	2-5 Online MOODLE	District/Writing Resource Teacher	Writing Teachers	As offered by the district	Administrative walkthroughs PLC discussions	Administration, Writing Resource Teacher
MOODLE FCAT 2.0 Elementary Writing Scoring Training Plus Face to Face Assessment	3-5 OnlineMOODLE/ Face to Face	District/Writing Resource Teacher	All Classroom Teachers	As offered by the district	Administrative walkthroughs PLC discussions/ Scoring discussions In-service Records Passing Notification Letter from District	District, Administration, Writing Resource Teacher

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1	1.1.	1.1.	1.1	1.1.
Attendance Goal #1: The attendance rate will increase by .33 % to 95.37% in 2012-13. The number of students with 10 or more unexcused absences will decrease by 8.4% to 80 students. The number of students with 10 or more unexcused tardies will not exceed 50 students.	<u>2012 Current Attendance Rate:*</u> 95.04%	<u>2013 Expected Attendance Rate:*</u> 95.37%	Most students with significant unexcused absences (10 or more) have serious personal and/or family issues that impact attendance.	The Leadership Team along with other appropriate staff ,will meet monthly to review the school’s Attendance Plan to: 1) Ensure all steps are being implemented with fidelity, and 2) discuss targeted students who had 10 or more unexcused absences in 2011-2012. A database will be maintained for students with excessive unexcused 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 incentives and interventions.	The APEI will lead the monthly attendance/ tardies meeting. The APEI and School Social Worker will maintain the data base. Guidance and Data Processor will assist.	The Leadership team and a subset of the PSLT will examine monthly data.	1.1. Attendance report Tardies report Attendance Plan
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> 93	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> 80					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> 0	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <50					
			1.2.	1.2.	1.2.	1.2	1.2.
			Consistent Parent to School and School to Parent communication.	Attendance information to parents through school newsletter, parent-teacher conferences, grade-level parent nights. Classroom teachers will call parents for the 3 -9 th unexcused absences and request a parent conference at the 5 th and 10 th absence. School Social Worker will begin calling and monitoring at the 10 th unexcused absence.	Copies of newsletters, parent-teacher conference forms, grade-level parent night agendas. Phone logs and parent-teacher conference forms Monthly attendance / Tardies meetings with APEI.	The Leadership team and a subset of the PSLT will examine monthly data.	1.2. Newsletters Conference forms Phone logs

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		1.3.	1.3.	1.3.	1.3.	1.3.
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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
Attendance Monitoring Procedures	K-5	Social Worker	School-Wide	Fall Faculty Meeting	Monthly Attendance Review	Social Worker/Principal

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	There needs to be a focus on positive common values, shared expectations, and school-wide rules for appropriate student behavior.	Core Essentials program provides curriculum and a strategy to teach students to treat others right, make smart decisions, and maximize their potential.	Consultation and collaboration with parents, teachers, other educators and community organizations will serve as fidelity monitors.	ACADEMICS: State test scores, achievement gap, other evidence of academic achievement (grades, failures, honor roll, etc.) goes up STUDENT BEHAVIOR: Attendance, suspensions, referrals, involvement in service learning, graduation / dropout rates improve CULTURE/CLIMATE: Climate survey results that show: • bullying rare / students feel safe • students respect each other • students and teachers respect each other • adults respect each other	Acquisition of self-knowledge, interpersonal skills, and personal safety skills that improve academic self-concept and develop career awareness.
1.The total number of In-School Suspensions will decrease by 10%.	0	1					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	1					
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	9	8					
	2012 Total Number of Students	2013 Expected Number of Students					

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4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	Suspended Out-of-School	Suspended Out-of-School					
	9	8					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
<u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				

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	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal		1.1.	1.1.	1.1.	1.1.	1.1.

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Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 64% on the Pretest to 80% on the Posttest.	2012 Current Level :*	2013 Expected Level :*	-Climate -Time -Lack of student Motivation	Students will participate in 60 minutes of physical education per week Additional 30 minutes per week for a walk/run	Physical Education Teacher	Setting personal fitness goals -Journal	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
	64%	80%					

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

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) Based on the analysis of school data, identify and define areas in need of improvement:			Problem-Solving Process to Increase Student Achievement				
			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the			1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the	1.1 Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on	1.1 Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training. -Progress monitoring tool will	1.1 Progress monitoring tool will be reviewed Quarterly
	2012 Current Level :*	2013 Expected Level :*					
	56%	65%					

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indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 56% in 2012 to 65% in 2013.			implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	PLC logs that are reviewed by the Leadership Team.		be reviewed bi-weekly.	
			1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 <u>Who</u> Leadership team <u>How</u> Leadership team aggregates the data	1.2 The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training. -Monthly Schoolwide reviews	1.2 PLC Agendas
				1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs						
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Student's achieving a proficient score on Florida Alternate Assessment will increase			-Students are in a multilevel/multigrade classroom.	Instruction will be differentiated by grade, and Access Point level (participatory, supported, independent). Classroom aide will reinforce skills taught using interventions produced by the teacher.	Classroom Teacher data ESE Specialist School Administration	Data will be analyzed from IEP data collection and informal assessments to drive instruction.	FAA Practice Mini Assessment Access Points curriculum testing District Baseline and Mid-Year Testing.
			A.2. Difficulty in scheduling common planning time among co-teachers/support facilitators.	A.2. ESE case managers will schedule weekly times to meet with coteachers and support facilitation partners.	ESE case managers ESE Specialist School Based Administrator	A.2. Collaboration logs will be used to monitor at least monthly meetings between ESE and regular education teachers	A.2. IEP data collected by teachers will be analyzed and used to drive instruction.
			A.3. -Teachers have severe behavior problems in addition to academic concerns	A.3. Students with behavior problems will have individual behavior plans.	Classroom Teacher data ESE Specialist School Administration	A.3. Data collected from plans will be analyzed and used in order to plan interventions for both academics and behavior.	A.3. Monitoring of individual behavior plans. Monitoring of classroom behavior plans.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students who make gains on Florida Alternative Assessment will increase			Some teachers are not aware of strategies used to differentiate reading instruction.	Teachers will target specific skills that are not at a mastery level.	Classroom Teacher data ESE Specialist School Administration	Curriculum Based Measurement (CBM) Teachers will meet and analyze data within the ESE team and with resource teachers.	FAA practice tests Data from IEP goals SRA mastery assessments

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			B.2. Teachers have varying understanding of using ESE accommodations for instructional purposes	B.2. ESE teachers will participate in Professional Development in order to gain strategies and techniques that will enhance comprehension of math topics.	B.2. Classroom Teacher data ESE Specialist School Administration	B.2. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	B.2. IEP data rubrics FAA practice tests Informal assessment data
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
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
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of CELLA will increase from 37% to 40%	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1.	1.1.	1.1.	1.1.	1.1.
	<u>37%</u>		See Reading ELL Goal 5C.1, 5C.2 and 5C.3			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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D. Students scoring proficient in Reading.		1.1.	1.1.	1.1.	1.1	1.1
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>29%</u> to <u>30%</u>	2012 Current Percent of Students Proficient in Reading :		See Reading ELL Goal 5C.1, 5C.2 and 5C.3			
	<u>29%</u>					
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>22%</u> to <u>25%</u>	2012 Current Percent of Students Proficient in Writing :		See Reading ELL Goal 5C.1, 5C.2 and 5C.3			
	<u>22%</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check 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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F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			-Students are in a multilevel/multigrade classroom.	Instruction will be differentiated by grade, and Access Point level (participatory, supported, independent). Classroom aide will reinforce skills taught using interventions produced by the teacher.	F.1. ESE case managers ESE Specialist School Based Administrator	F.1. Data will be analyzed from IEP data collection and informal assessments to drive instruction.	F.1. FAA Practice Mini Assessment Access Points curriculum testing District Baseline and Mid-Year Testing.
Mathematics Goal F:							
Percentage of students scoring between levels 4-9 on the Florida Alternate Assessment in Math will							
			Difficulty in scheduling common planning time among co-teachers/support facilitators.	F.2. ESE case managers will schedule weekly times to meet with coteachers and support facilitation partners	F.2. ESE case managers ESE Specialist School Based Administrator	F.2. Collaboration logs will be used to monitor at least monthly meetings between ESE and regular education teachers	F.2. Collaboration logs
			Students with behavior problems will have individual behavior plans.	F.3. Students will be placed on classroom and/or individual behavior plans if necessary.	F.3. ESE case managers ESE Specialist School Based Administrator	F.3. Data collected from plans will be analyzed and used in order to plan interventions for both academics and behavior.	F.3. Monitoring of individual behavior plans. Monitoring of classroom behavior plans.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1. Some teachers are not aware of strategies used to differentiate math instruction.	G.1. Teachers will target specific skills that are not at a mastery level.	G.1. Classroom Teacher data ESE Specialist School Administration	G.1. Curriculum Based Measurement (CBM) Teachers will meet and analyze data within the ESE team and with resource teachers.	G.1. FAA practice tests Data from IEP goals
Mathematics Goal G:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Percentage of students making Learning Gains in mathematics according to Florida Alternate Assessment will increase							
			G.2. Teachers have varying understanding of using ESE accommodations for instructional purposes	G.2. ESE teachers will participate in Professional Development in order to gain strategies and techniques that will enhance comprehension of math topics.	G.2. Classroom Teacher data ESE Specialist School Administration	G.2. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	G.2. IEP data rubrics FAA practice tests

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						Informal assessment data
		G.3.	G.3.	G.3.	G.3.	G.3.

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

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

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			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1. There are limited materials and curriculum addressing Access Points curriculum in Science.	J.1. Research the FLDOE standards addressing the Access Points and develop lessons that cover the topics within the science standards.	J.1. Principal APEI Science Resource Teacher Classroom ESE teacher ESE Specialist	J.1. Teacher observation of daily work Reflect on the student work to see if Active Thinking allowed students to make gains	J.1. FAA practice tests Teacher made assessments
Science Goal J: Students scoring a level of proficient on the Florida Alternate Assessment in science will increase	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			J.2. Teachers have all levels of support in the class, requiring various activities per topic (participatory, supported and independent), as well as multiple grade levels.	J.2. Use the classroom aide to reinforce skills in a small group setting	J.2. Principal APEI Science Resource Teacher Classroom ESE teacher ESE Specialist	J.2. Teacher observation of daily work Reflect on the student work to see if Active Thinking allowed students to make gains	J.2. FAA practice tests Teacher made assessments
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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

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		2.3	2.3	2.3	2.3	2.3
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NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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. There is limited curriculum available for teaching writing to students on the Access Points curriculum.	M.1. Use the standards for Access Points to create lessons that will cover necessary skills.	M.1. Principal APEI Science Resource Teacher Classroom ESE teacher ESE Specialist	M.1. Teacher observation of daily work Reflect on the student work to see if Active Thinking allowed students to make gains	M.1. FAA practice tests Teacher made assessments
Writing Goal M: Percentage of students who score between level 4-9 will increase	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2. Students have multiple grade levels and abilities in the classroom.	M.2. Use the classroom aide to reinforce skills in a small group setting	M.2. Principal APEI Science Resource Teacher Classroom ESE teacher ESE Specialist	M.2. Teacher observation of daily work Reflect on the student work to see if Active Thinking allowed students to make gains	M.2. FAA practice tests Teacher made assessments
			M.3.	M.3.	M.3.	M.3.	M.3.

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

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

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<p><u>STEM Goal #1:</u> Incorporate the District’s “Design Challenges” into our Inquiry Monday schedules after Winter Break.</p>	<p>Teachers are unaware and/or unfamiliar with the “Design Challenges”. Therefore elected not to participate in the experience for their students.</p>	<p>1.1. Science Resource Teacher will refer teachers will to the “Inquiry Monday” training offered by the district. Science Resource Teacher will work with grade level science representatives during Science Leadership meeting to go over plans for Design Challenges.</p>	<p>1.1. APEI Science Resource Teacher Grade Level Science Representative <u>How to Monitor:</u> Monthly Science leadership team meetings. Grade Level Science Representatives will provide feedback of the experience of the grade level. Science Resource and/or APEI Teacher will conduct informal walkthroughs on Mondays to get any feedback on the Design Challenges.</p>	<p>1.1. <u>Teacher Level:</u> Teacher observation of daily work.</p>	<p>1.1. Completion of the Design Challenge goal</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Inquiry Monday Training</p>	<p>K-5</p>	<p>District Trainers</p>	<p>schoolwide</p>	<p>Summer/Fall 2012 Monthly Science Leadership Team Meetings</p>	<p>Grade Level Science Representatives will provide feedback of the experience of the grade level. Science Resource and/or APEI Teacher will conduct informal walkthroughs on Mondays to get</p>	<p>APEI, Science Resource Teacher, and Grade Level Science Representative</p>

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					any feedback on the Design Challenges.	

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
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 6 in 2012-2013.	1.1. Time unavailable in the schedule to host speakers.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1. Who Administrators will monitor guest speakers and the Teach-In schedule. How Speaker Requests Teach-In Schedule	1.1. The schedule and requests will be used to establish an increase of speakers compared to the 2011-2012 school year.	1.1. Log of CTE special speakers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
CTE training regarding awareness of importance of CTE career exposure in elementary school during faculty meeting.	K-5	Administration Guidance Counselor	School-wide	On-going	Training Sign In Sheets Ongoing Conversations and Events	Administration

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input 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
Reading Goal #4 Math Goal #4 Science Goal #1 ESE Goal #5D ELL Goal #5C	5 Kindle Fire Mini Tablet Computers - These devices will be available for struggling students, ESE students and ELL students to access in the lunchroom when they finish their lunch. Students will employ multiple modalities when reading on the Kindle that go beyond reading books in print.	\$984.93	
Parent Involvement Goal 1.1	Paper supplies to support family events. Each month a different event is scheduled and money for food is donated by a business partner. These funds will be to purchase paper plates, cups, forks, knives, spoons and napkins for all of the events.	\$219.27	

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Final Amount Spent	
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