

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Doby Elementary	District Name: Hillsborough
Principal: Catherine Ferguson	Superintendent: Mary Ellen Elia
SAC Chair: Melissa Tepfer	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](#)

Hillsborough 2012

Rule 6A-1.099811

Revised December 21, 2012

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	Catherine A. Ferguson	M.Ed.-Ed. Leadership M.A.-Early Childhood B.A.-Elem. Ed. (K-6) ESOL	6	16	Doby Elementary 11/12 A 57% Level 3-5 Reading 67 pt from Learning Gains 66 pt from Lowest 25% Learning Gain 53% Level 3-5 Math 81 pt from Learning Gains 62 pt from Lowest 25% Learning Gain Doby Elementary 10/11 B 74% AYP Doby Elementary 09/10 A 92% AYP Doby Elementary 08/09: A 92% AYP Doby Elementary 07/08: A 95% AYP Doby Elementary 06/07: C 90% AYP

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

Assistant Principal	Kyle R. Ritchie	M. Ed-Ed. Leadership M.S.-Education B.A.-History	2	1	Doby Elementary 11/12 A 57% Level 3-5 Reading 67 pt from Learning Gains 66 pt from Lowest 25% Learning Gain 53% Level 3-5 Math 81 pt from Learning Gains 62 pt from Lowest 25% Learning Gain
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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading	Laura Schulte	B.A.-Elem. Ed. (K-6) ESOL	6	6	11/12 A
					10/11 B 74% AYP
					09/10 A 92% AYP
					08/09: A 92% AYP
					07/08: A 95% AYP
					06/07: C 90% AYP

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	Area Directors	June 2012	
2. MAP	Supervisor of Data Analysis	July 2012	
3. Performance Pay	General Director of Federal Programs	August 2012	
4. Regular meetings with new teachers	Principal and Assistant Principal	On-going	
5. District Mentor Program	District Mentors	ongoing	
6. District Peer Program	District Peers	ongoing	

Non-Highly Qualified Instructors

Hillsborough 2012
 Rule 6A-1.099811
 Revised December 21, 2012

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

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

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
13 teachers are out of field, but are all highly qualified. The out-of-field is for their ESOL endorsement. All para-professionals meet the standards.	Keep the teachers informed of the requirements needed to achieve their ESOL endorsement. Post on Doby Internal email all courses as they are generated that teachers need to meet the ESOL qualifications.

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
66	9% (6)	39% (26)	41% (27)	11% (7)	29% (19)	100% (66)	3% (2)	2% (1)	58% (38)

Teacher Mentoring Program

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

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Destony Cook	Susan Healy	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Destony Cook	Michelle Jennings	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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

Destony Cook	Trisha Nicholas	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Destony Cook	Jessica Pendergrass	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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

Destony Cook	Michael Rice	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Destony Cook	Ben Vyborny	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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

Destony Cook	Rachel Wingate	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferencing and problem solving.
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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rtl)

School-Based MTSS/Rtl Team

Identify the school-based MTSS Leadership Team.

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

- Catherine Ferguson, Principal
- Kyle Ritchie, Assistant Principal
- Sarah Guggenmos, Guidance Counselor
- Amy Milam, School Psychologist
- Lynette Judge, School Social Worker
- Laura Schulte, Reading Coach
- Melissa Tepfer, Media Specialist and SAC Chair

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

- Pete Bianchi, ESE Specialist
- Amy Bianchi, Speech Therapist
- Heather Gritzinger, Primary Grades Team Leader
- Sara Kieffer, Intermediate Grades Team Leader
- Joannie Alvarez, ELL Representative
- Classroom Teachers

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

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

The purpose of the MTSS/RtI team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS/RtI team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

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

- The School Advisory Council (SAC) Chair is a member of the Leadership/Problem Solving Team.
- The Leadership/Problem Solving Team, along with the faculty and SAC, were involved in the School Improvement Plan development activities that were conducted prior to school being out for 09-10 school year and during preplanning for 10-11.

The School Improvement Plan is the document that guides the work of the Leadership/Problem Solving Team and the team, along with Grade Level Team PLS's will monitor the student data and the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

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

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.

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	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability BOY; EOY; Formative A, B, and C; Doby Writes, Hillsborough Writes	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science BOY; EOY; Formative A, B, and C; Doby Writes, Hillsborough Writes	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	PLC Logs	Individual Teachers/ Team Leaders/ PLC Facilitators
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
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/ Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

- The MTSS/RtI PowerPoint presented to Principals during School Improvement Training will be shared with staff.
- As the District’s Problem Solving Team develops resources and staff development courses on RtI, these tools and staff development sessions will be conducted with staff when they become available.
- The Guidance Counselor and School Psychologist will attend grade level PLC meetings to introduce and support the new forms with the classroom teachers.

Professional Development sessions will occur during Tuesday faculty meeting times.

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
- The Guidance Counselor and School Psychologist will attend grade level PLC meetings to introduce and support the new forms with the classroom teachers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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

- Catherine Ferguson, Principal
- Kyle Ritchie, Assistant Principal
- Laura Schulte, Reading Coach
- Melissa Tepfer, Media Specialist
- Reading Teachers

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

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

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

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

- Continue implementation and evaluation of the SIP reading strategies across the content areas
- Implementation of Language Arts Common Core State Standards in Kindergarten and First Grade
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)

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		

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

<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly</p>	<p>1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			basis.				
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 57% to 59%.							
	57%	59%					
		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		

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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Not enough common planning time to identify and analyze core curriculum assessments and hold PLC meetings.</p> <p>-Reading coach is only a half-time allocation and we would benefit from having a full time Reading coach.</p>	<p>2.1. <u>Strategy:</u></p> <p>Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers utilizing RtI/Sail to Success model of student enrichment and remediation to support and strengthen the core curriculum.</p> <p><u>Action Steps</u></p> <p>1. Enrichment/remediation groups are formed based on common assessment data after each FAIR assessment period.</p> <p>2. FAIR</p>	<p>2.1. <u>Who</u></p> <p>-Principal -APEI -Reading Coach</p> <p><u>How</u></p> <p>PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-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.</p>	<p>2.1. <u>Teacher Level</u></p> <p>-Teacher will maintain their assessments in a grade book.</p> <p>-Teacher will communicate student progress and hold student accountable for progress.</p> <p>-Teacher will reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive further instruction.</p> <p>—</p> <p>—</p> <p><u>PLC/Department Level</u></p> <p>-PLCs calculate the average unit assessment score for all the students across the PLC per class.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify skills that need to be targeted for further instruction/enrichment.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PSLT will review FAIR OPM data to determine percentage of students</p>	<p>2.1. <u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>Data is analyzed, along with DRA and other common assessment data, during PLC meetings and students are sorted into the appropriate groups to receive targeted interventions or enrichment.</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling research-based best-</p>	<p>-Monitoring data will be reviewed every nine weeks.</p>	<p>scoring medium to high.</p> <p>-Quarterly progress monitoring meetings with PSLT subgroup to review student data in conjunction with report card review meetings.</p> <p>-PSLT will review assessment data for positive trends each 9 weeks.</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		practice strategies . 4. This cycle occurs after each FAIR period.					
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 32% to 35%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	32%	35%					
		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.		See Goal 2.1					

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

<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 67 points to 69 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67pts</p>	<p>69pts</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</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>		

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	4.1.	4.1. See Goal 2.1	4.1.	4.1.	4.1.		
<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 66 points to 68 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66pts</p>	<p>68pts</p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

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

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

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

<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goal 2.1</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 63% to 67%.</p>							
<p>The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 48% to 53%.</p>							
<p>The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 37% to 43%.</p>							
	<p>White:63% Black:48% Hispanic:37% Asian: N/A American Indian: N/A</p>	<p>White:67% Black:53% Hispanic:43% Asian: N/A American Indian: N/A</p>					

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

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goal 2.1	5B.1.	5B.1.	5B.1.		

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

<p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 51% to 56%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>51%</p>	<p>56%</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Y</p>						
	<p>—</p>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

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

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Training- Topics based on needs express by PLC ie. Fluency, Vocabulary, etc.	K-5	Laura Schulte	School-Wide	Bi-monthly training for 2hrs afterschool alternating between Doby and Collins	Classroom walkthroughs Coaching cycles with Reading Coach	Reading Coach Administrators
Running Records/DRA Training	K-5	Laura Schulte	Teachers who are new or have changed grade levels	September through April	Quarterly Data Chats/PLC	Reading Coach Administrators
FAIR Training	K-5	Laura Schulte	Teachers who are new or have changed grade levels	September	Quarterly Data Chats/PLC	Reading Coach Administrators
RtI Strategy Training	K-5	Laura Schulte	PLC facilitators	Bi-monthly during grade level PLC	PLC walkthroughs	Reading Coach Administrators
		Sarah Guggenmos				Administrators
Book Study- Daily 5 Fostering Independent Reading	K-5	Laura Schulte	School-wide	October-December	Classroom walkthroughs/PLC	Reading Coach Administrators
Analyzing and Implementing Complex Text	K-5	Laura Schulte	School-wide	October-April	Coaching Cycles with Reading Coach/Classroom Walkthroughs/ PLC	Reading Coach Administrators

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		

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

<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1</p> <ul style="list-style-type: none"> -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. 	<p>1.1</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through the use of technology and hands-on activities and higher order question/discussion activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -PLCs use their core curriculum information to learn more about hands-on and technology activities. -PLCs design quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. 	<p>1.1</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal -Assistant Principal -Technology Specialist <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation 	<p>1.1</p> <p><u>Teacher Level</u></p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p><u>Leadership Level</u></p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>		
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		<p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/ activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p><u>During the lessons teachers:</u></p> <ul style="list-style-type: none"> -Ask questions and/or provides activities that require students to engage in frequent higher order thinking. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content. -Allow students to “unpack their thinking” by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. 					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 59% to 61%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>59%</p>	<p>61%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p>	<p>2.1. - See Goal 1.1 -</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 25% to 27%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>25%</p>	<p>27%</p>					

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

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
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.	3.1. See Goal 1.1	3.1.	3.1.	3.1.		

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

<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>81pts</p>	<p>83pts</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1.</p>	<p>4.1. See Goal 1.1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile on the 2013 FCAT Math will increase from 62 points to 64 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>62pts</p>	<p>64pts</p>					

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

		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	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

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

<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Reading Goal #5A:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	White:Y Black:Y Hispanic:Y Asian: N/A American Indian: N/A	White: Black: Hispanic: 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 mathematics.	5B.1.	5B.1. See Goal 1.1	5B.1.	5B.1.	5B.1.		

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

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 44% to 51%.	44%	51%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.		
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	Y						

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

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Mathematics Goal #5D:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Y</p>						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

**Mathematics Professional Development
Professional
Development
(PD) aligned with
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
Math Strategies	3-5	District Math Personnel	3-5	November –April as scheduled by district staff	Classroom Walkthrough Model Lessons from District Staff	District Level Math Staff Administrators
RtI Strategy Training	K-5	Laura Schulte Sarah Guggenmos	PLC facilitators	Bi-monthly during grade level PLC	PLC walkthroughs	Reading Coach Administrators
Analyzing and Implementing Complex Text	K-5	Laura Schulte	School-wide	October-April	Coaching Cycles with Reading Coach/Classroom Walkthroughs/ PLC	Reading Coach Administrators

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		

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

<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry</p>	<p>1.1 Strategy Students science skills will increase through participation in regular inquiry based instruction (such as student engagement and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. Action Steps -Teachers will attend District Science training and share information with their PLCs. -PLCs write SMART goals for units of instruction.</p>	<p>1.1. <u>Who</u> Teacher Principal AP District Science Team <u>How Monitored</u> -Classroom walk-throughs observing inquiry based instruction.</p>	<p>1.1. Science Resource PLC Meetings- Data Chats <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. instruction.</p>	<p>1.1. <u>2x per year</u> District-level baseline and mid-year tests <u>Semester Exams</u> <u>During the Grading Period</u> - Mini Assessments -Unit assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>model.</p> <p>-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>-PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>-Teachers use checks for understanding and common core curriculum assessments</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss inquiry based instruction strategies that were effective in order to drive future instruction.</p>		<p>-Teachers use the on-line grading system data to calculate their students'</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.1.					
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 53% to 55%.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	53%	55%					
		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		

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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1.</p>	<p>2.1. See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Science Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 22% to 24%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					

	22%	24%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

PD Content /Topic 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
RtI Strategy Training	K-5	Laura Schulte Sarah Guggenmos	PLC facilitators	Bi-monthly during grade level PLC	PLC walkthroughs	Reading Coach Administrators
Analyzing and Implementing Complex Text	K-5	Laura Schulte	School-wide	October-April	Coaching Cycles with Reading Coach/Classroom Walkthroughs/ PLC	Reading Coach Administrators

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		

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

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. -Teachers need more time to score student papers -Teachers lack enough common planning time to sufficiently discuss common deficiencies in Writing -Not all teachers are aware of the best means to instruct students in the use of higher level writer's craft techniques, such as sentence variety and mature command of language through word choice/ specific details</p>	<p>1.1. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' use of elaboration will improve through the teacher's use of daily Writer's Workshop lessons focused on craft through elaboration and one on one conferencing to support differentiated instruction. <u>Action Steps.</u> 1. . Based on baseline data, PLCs write SMART goals for each nine weeks. 2. As a Professional Development activity PLCs participate in discussions that share PLC data, trends, and</p>	<p>1.1. <u>Who</u> Administrative Team Writing contact District Writing team <u>How</u> Walkthroughs District Writing Reviews</p>	<p>1.1. <u>Teacher Level</u> -Teacher will maintain their assessments in a grade book. -Teacher will communicate student progress and hold student accountable for progress. Teacher will reflect on lessons during the unit citing/ using specific evidence of learning and use this knowledge to drive further instruction. <u>PLC/Department Level</u> -PLCs calculate the average unit assessment score for all the students across the PLC per class. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify skills that need to be targeted for further instruction/ enrichment. <u>Leadership Team Level</u> -PSLT will review assessment data to determine percentage of students scoring medium to high.</p>	<p>1.1. <u>2-3x Per Year</u> Monthly Demand Writes <u>During Nine Weeks</u> Student Daily Drafts Conference Notes</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>best-practice instructional strategies.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>4. Students will complete scaffolded activities prior to required Embedded Assessments and teachers will share reflections of student growth or need in order to inform instruction.</p> <p>5. Teachers and students will engage in metacognitive reflection of embedded assessments to celebrate attainment of writing skills and goals and to identify continuing needs and adjust instruction.</p> <p>6. PLCs review</p>		<p>-Quarterly progress monitoring meetings with PSLT subgroup to review student data in conjunction with report card review meetings.</p> <p>-PSLT will review assessment data for positive trends each 9 weeks.</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		nine week data, set a new goal for the following nine weeks. 7. PLCs record their work in the PLC logs					
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 78% to 80%.							
	78%	80%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through

Hillsborough 2012
Rule 6A-1.099811
Revised December 21, 2012

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

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) Monthly during PLCs	Strategy for Follow-up/Monitoring Classroom walkthroughs	Person or Position Responsible for Monitoring Administrators
Writing Techniques and 4 Focus Lesson		Temesha Creed, Jamie Botts	4		Formal and Informal Observations Monthly Doby Writes	
RtI Strategy Training	K-5	Laura Schulte Sarah Guggenmos	PLC facilitators	Bi-monthly during grade level PLC	PLC walkthroughs	Reading Coach Administrators
Book Study- Daily 5 Fostering Independent Reading	K-5	Laura Schulte	School-wide	October-December	Classroom walkthroughs/PLC	Reading Coach Administrators
Analyzing and Implementing Complex Text	K-5	Laura Schulte	School-wide	October-April	Coaching Cycles with Reading Coach/Classroom Walkthroughs/ PLC	Reading Coach Administrators

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	Strategy Data Check	Student Evaluation Tool		
<p>1. Attendance</p>	<p>1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance.</p>	<p>1.1. -On a daily basis, an attendance clerk contacts all parents whose students have an absence at school.</p>	<p>1.1. -Call logs will record all calls made</p>	<p>1.1. -Social worker/PSLT will review attendance data monthly.</p>	<p>1.1. -Instructional planning tool -Attendance/Tardy data</p>		

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

Attendance Goal #1:	<u>2012 Current</u> Attendance Rate:*	<u>2013 Expected</u> Attendance Rate:*					
<p>1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>							
	95%	96%					

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

	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	24	21					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	0					
		1.2. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.2. -Social Worker sends home a letter to students with excessive absences. (Tier 2-3)	1.2. -Social Worker	1.2. Social Worker/PSLT will review data on Tier 2-3 students	1.2. Attendance/Tardy Data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development

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

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

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

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

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		

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

<p>1. Suspension</p>	<p>1.1. -school enrollment has increased significantly -new teachers to staff unfamiliar with behavior management systems and school-wide rules/behavior plan</p>	<p>1.1. -Continue School-wide Behavior plan utilizing Golden Tickets and public reinforcement of positive behavior -Continue Cafeteria behavior plan utilizing Silver Spoon award -Provide discipline training to staff</p>	<p>1.1. -Principal -APEI -Guidance Counselor -PSLT</p>	<p>1.1. -A subgroup of the PSLT will review suspension data for trends -Discipline Committee will convene when trends are identified to modify school-wide plans as needed</p>	<p>1.1. -suspension data/reports</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal #1:	<u>2012 Total Number of</u>	<u>2013 Expected Number of</u>					
1. The total number of In-School Suspensions will decrease by 10%.	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	0	0					

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

	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	13	11					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	12	10					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Please note that each Strategy does not require a professional development or
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

End of Suspension Goals

Health and Fitness Goal(s)

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

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

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

<p>1. Health and Fitness Goal</p>	<p>1.1. -Inclement weather</p>	<p>1.1. Elementary students will engage in 150 minutes of physical education classes per week in grades K through 5.</p>	<p>1.1. APEI Physical Education</p>	<p>1.1. Class schedules Lesson Plans</p>	<p>1.1. 90 minutes of "Teacher Directed" PE is reflected in the master schedule. 60 minutes of PE is reflected in the Physical Education Specialist schedule.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 57% on the Pretest to 59% on the Posttest.</p>							
	57%	59%					
		<p>1.2. -Inclement weather</p>	<p>1.2. Health and physical activity initiatives developed and implemented by the school’s Physical Education Specialist.</p>	<p>1.2. Administrative Team</p>	<p>1.2. Lesson Plans of Physical Education Specialist</p>	<p>1.2. PACER test component of FITNESSGRAM PACER for assessing cardiovascular health.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with

Hillsborough 2012
 Rule 6A-1.099811
 Revised December 21, 2012

Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	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
N/A						

Continuous Improvement Goal(s)

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

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

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

<p>1. Continuous Improvement Goal</p>	<p>1.1. -Not all students take home reports -Not all parents sign and send back reports -Not all students bring back reports -Not all parents have working phone numbers to follow-up on reports not returned.</p>	<p>1.1. -Maintain school website/online calendar -Continue to send home monthly newsletters -Utilize Parentlink phone service for important announcements on Sunday evenings -Student Planners</p>	<p>1.1. -Technology Specialist -Principal -APEI</p>	<p>1.1. -Principal reviews newsletter -Teachers review student planners -Parentlink Logs</p>	<p>1.1. SCIP</p>		
<p><u>Continuous Improvement Goal #1:</u> The percentage of parents who strongly agree with the indicators under Communication on the <i>School Climate and Perception Survey for Parents</i> will increase from 42% to 45% in 2012.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

	42%	45%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the ESE Specialist will put a system in place for this school year.</p>	<p>A.1 <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve</p>	<p>A.1 <u>Who</u> Principal, Assistance Principal, ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>A.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership</p>	<p>A.1 FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		Team. -Data is used to drive teacher support and student supplemental instruction.			
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	*	*					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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

<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1.</p>	<p>B.1. See Goal A.1</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>		
<p><u>Reading Goal B:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	*	*					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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	

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

<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>-Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of EFT and Bilingual paraprofessional.</p>	<p>1.1 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 across Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>1.1 <u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>1.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>1.1 <u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 54% to 56%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>54%</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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

<p>D. Students scoring proficient in Reading.</p>	<p>2.1.</p>	<p>2.1. See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 34% to 36%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					

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

	34%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
E. Students scoring proficient in Writing.	2.1.	2.1. See Goal 1.1	2.1.	2.1.	2.1.	

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

<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 31% to 33%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>31%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1.</p>	<p>F.1. See Math Goal 1.1</p>	<p>F.1.</p>	<p>F.1.</p>	<p>F.1.</p>			
<p>Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>						
	<p>*</p>	<p>*</p>						

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

		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1. See Math Goal 1.1	G.1.	G.1.	G.1.		

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

<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	*	*					
		G.2.	G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

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

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		
<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	J.1.	J.1.	J.1.	J.1.	J.1.		

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

<u>Science Goal J:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	*	*					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1. See Writing Goal 1.1	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	*	*					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1:</u> Increase the number of and participation in STEM competitions and events, including STEM Fair, Math Bowl, Science Bowl, Science Olympics, etc	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative walkthroughs	1.1 Logging number of project-based learning in math, science and STEM activities per nine week. Share data with teachers.

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

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

STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI Strategy Training	K-5	Laura Schulte Sarah Guggenmos	PLC facilitators	Bi-monthly during grade level PLC	PLC walkthroughs	Reading Coach Administrators
Book Study- Daily 5 Fostering Independent Reading	K-5	Laura Schulte	School-wide	October-December	Classroom walkthroughs/PLC	Reading Coach Administrators
Analyzing and Implementing Complex Text	K-5	Laura Schulte	School-wide	October-April	Coaching Cycles with Reading Coach/Classroom Walkthroughs/ PLC	Reading Coach Administrators

End of STEM Goal(s)

**Hillsborough 2012
Rule 6A-1.099811
Revised December 21, 2012**

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	Strategy Data Check	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>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 1 in 2011-2012 to 2 in 2012-2013.</p>	<p>1.1</p> <p>Lack of qualified community members and programs for the elementary level</p> <p>Career materials to complex for student comprehension</p>	<p>1.1</p> <p>Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.</p>	<p>1.1</p> <p>Principal</p>	<p>1.1</p> <p><u>Leadership Level</u></p> <p>Analyze log to determine further action</p>	<p>1.1. Log of CTE special speakers</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised December 21, 2012

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
N/A						

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

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 2.1	RtI Materials for Intermediate Students (such as manipulative, skill-based games etc.)	500.00	
All Academic Goals	Headphones- Student will use the headphones to participate in RtI interventions and enrichment on the computer, caliphones, etc.	500.00	

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

All Academic Goals	Color Ink- Color ink will be purchased for teachers to be able to document and print the data, reports, graphs, etc. needed for the RtI process (FAIR reports, etc.)	800.00	
Final Amount Spent			