

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: FishHawk Creek Elementary	District Name: Hillsborough
Principal: Pamela J. Bush	Superintendent: MaryEllen Elia
SAC Chair: Carol LaCour	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](#)

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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[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	Pamela Bush	Ed. S- Educational Leadership M.A.- Elem. Educ. & Early Childhood Certifications: Educational Leadership, Early Childhood & Elem. Education, ESOL	8	26	11-12 A, Achievement Levels: Reading -89% at Lv. 3-5, Math – 85% at Lv. 3-5, Science – 84% at Lv. 3-5, Writing – 95% at Lv. 3.0-6.0, Learning Gains: Reading – 80 points, Math – 80 points, Lowest 25%: Reading – 98%, Math – 80%. 10-11 A, Reading -96%, Math -94%, Science – 82%, Writing – 98%, Learning Gains: Reading – 72%, Math – 56%, Lowest 25%: Reading – 78%, Math-56%, 100% - AYP. 09-11 A, Reading -95% at Lv. 3-5, Math -97% at Lv. 3-5, Science – 86% at Lv. 3-5, Writing – 94% at 3.0-6.0, Learning Gains: Reading -78%, Math-73%, Lowest 25%: Reading -70%, Math – 82%, 100% -AYP.

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Assistant Principal	Amanda Zulkoski	B.S. –Sociology M.A. – Guidance and Counseling and Educational Leadership Certifications: Guidance and Counseling, Educational Leadership	4	1 st year	<p>11-12 A, Achievement Levels: Reading -89% at Lv. 3-5, Math – 85% at Lv. 3-5, Science – 84% at Lv. 3-5, Writing – 95% at Lv. 3.0-6.0, Learning Gains: Reading – 80 points, Math – 80 points, Lowest 25%: Reading – 98%, Math – 80%.</p> <p>10-11 A, Reading -96%, Math -94%, Science – 82%, Writing – 98%, Learning Gains: Reading – 72%, Math – 56%, Lowest 25%: Reading – 78%, Math-56%, 100% - AYP.</p> <p>09-11 A, Reading -95% at Lv. 3-5, Math -97% at Lv. 3-5, Science – 86% at Lv. 3-5, Writing – 94% at 3.0-6.0, Learning Gains: Reading -78%, Math-73%, Lowest 25%: Reading -70%, Math – 82%, 100% -</p>
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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)
Reading	Lisa Monette	M.A. – Reading, B.S. – Elementary Educ.	1 st year	1 st year	'11-'12 A, Achievement Levels: Reading -72% at Lv.3-5, Math -58% at Lv. 3-5, Science – 58%, Writing -96% at Lv. 3.0-6.0, Learning Gains: Reading – 74 points, Math -68 points, Lowest 25%: Reading – 76%, Math – 51%

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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. District Peer Program	District Peers	Ongoing	
3. Opportunities for teacher leadership	Principal	Ongoing	
4. 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 qualified.	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 	<u>Administrators</u> Meet with the teachers two times per year to discuss progress on : <ul style="list-style-type: none"> Completing classes needed for ESOL certification

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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 Full-time 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
79	1% (1)	13% (10)	57% (45)	29% (23)	35% (28)	100% (79)	0% (0)	4% (3)	43% (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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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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.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)

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

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

School-Based MTSS/Rti Team

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Identify the school-based MTSS Leadership Team.

- Principal – Pam Bush
- Assistant Principal – Amy Zulkoski
- Guidance Counselor – Carmela Pizzichetti
- School Psychologist – Patti Hickstein
- Social Worker – Ted Lesinski
- ESE Teacher – Kim Hunley
- Reading Coach – Lisa Monette
- SAC Chair – Carol LaCour

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

The purpose of the core Leadership Team is to:

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

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?

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Core Curriculum (Tier 1)

Data Source

FCAT released tests	School Generated Excel Database on Bottom Quartile in Gr. 4 and Gr. 5 for both reading and math	Principal / A.P.
Baseline and Midyear District Assessments teachers	Scantron Achievement Series	Leadership Team, PLCs, individual
District generated assessments from the Office of Assessment and Accountability teachers	Scantron Achievement Series	Leadership Team, PLCs, individual
<ul style="list-style-type: none"> ● Form 1 (Formative – Mathematics Test) Sept. ● Form 2 (Formative – Mathematics Test) Dec. 	Grade Level Data Spreadsheets	
Subject-specific assessments generated by District-level Subject Supervisor in Writing	Monthly Demand Writing Prompts (Gr. 3-5)	Leadership Team, individual teachers, PLCs
FAIR	Progress Monitoring and Reporting Network	Reading Coach, Reading PLC facilitator, Individual teachers
CELLA	Sagebrush (IPT)	A.P., ELL para, individual teachers
DRA-2	School Generated Excel Database	Individual teacher

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Reports on Demand/ Crystal Reports	District Generated Database	Leadership Team
Describe plan to train staff on MTSS.		
<p>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.</p>		
<p>As the District's Rtl Committee/ Rtl 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. The Rtl Facilitator for Area V, Betsy Lazega, presented another overview session along with the current forms to our MTSS Leadership Team along with Grade Level Team Leaders and Grade Level members our of Rtl Committee in Sept. 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 training/ support sessions that are offered district-wide. The Reading Coach and School Psychologist were trained in Sept. on the use of Easy CBM to monitor reading fluency for students scoring in the Red Zone of FAIR. They will train the Faculty at the Oct. 20th Faculty Meeting. Our school will invite our Area Rtl 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. All staff are aware of the Rtl Icon in Ideas and how to access this information.</p>		
Describe plan to support MTSS.		
<p>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:</p>		
<ul style="list-style-type: none">● Consistently promote the shared vision of one system meeting the needs of ALL student 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 continue 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.		

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal – Pam Bush
- Assistant Principal for Curriculum - Amy Zulkoski
- Reading Coach – Lisa Monette
- Reading Contact – Lois Lukas (Gr. 3)
- Media Specialist – Debbie Crawford
- Teachers across content areas – Laura Torsone (K), Jodi Keedy (Gr. 1), Jackie Waluzak (Gr. 2), Lois Lukas (Gr. 3), Ellie Quebedeaux (Gr. 4), Erin Lee (Gr. 5)

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

The LLT is a subset of the 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 the 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 they 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 (ongoing)
- 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.

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***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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>I.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>I.1. <u>Common Core Reading Strategy Across all Content Areas</u> 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. <u>Action Steps</u> Action steps for this strategy Are outlined on grade level/content area PLC action plans.</p>	<p>I.1. <u>Who</u> -Principal -A.P. -Reading Coach -Subject Area Leaders/ Reading Contact -PLC Facilitators <u>How</u> -Reading PLC Logs -Science PLC Logs -PLCs turn their logs into administration and/or Reading 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 bimonthly basis.</p>	<p>I.1. <u>Teacher Level</u> -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. <u>PLC Level</u> -Using the individual teacher Data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SMART goal. <u>Leadership Team Level</u> -PLC facilitator or Team Leader shares SMART goal data with the Leadership Team. - Data is used to drive teacher support and student supplemental instruction.</p>	<p>I.1. <u>3x per year</u> -FAIR <u>During the Grading Period</u> -Common assessments (pre, post, mid -section, end of unit and/or intervention checks.</p>		
<p><u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 89% to 92%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	89%	92%					
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		<p>1.2. -Teachers' knowledge base of this strategy needs professional development. Training for this strategy is begun rolled out in 12-13. -Training all content area teachers.</p>	<p>1.2. Common Core Reading Strategy Across All Content Areas Common Core – Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent questions assist students in discovering and achieving deeper understanding of the author's meaning. 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>1.2. <u>Who</u> -Principal -A.P. -Reading Coach -Resource teachers -Subject Area Leaders / Reading Contact <u>How</u> -Reading PLC logs -Science PLC logs -PLCs turn their logs in to Administration and/or Reading Coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administration walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through school-wide data and shares with staff the progress of strategy implementation.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the online grading system data to calculate their students' progress towards the development of their individual/PLC SMART <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SMART goal. <u>Leadership Team Level</u> -PLC facilitator and/or Team Leader shares SMART goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.</p>	
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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Goals 1 (1.1 and 1.2)	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 66% to 69%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	66%	69%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>B.1. <u>Strategy</u> -Student achievement improves through teachers working together collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. -Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it? <u>Action / Details</u> - Grade level PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work.</p>	<p>B.1. <u>Who</u> -Principal -A.P. -Reading Coach -Team Leaders and PLC facilitators of like grades and like content areas <u>How</u> -PLCs turn their logs into administration and/or Reading Coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administration and /or Reading Coach attend targeted PLC meetings. -Progress of PLCs discussed at Leadership Team. -Administration shares the data of PLC visits with staff on a bimonthly basis.</p>	<p>B.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, Reading Coach and/or Leadership Team.</p>	<p>B.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, and end of unit.)</p>		
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		<p>-Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>					
<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 80 points to 83 points.							
	80 points	83 points					

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		<p>B.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction Strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.2.</p> <p><u>Strategy /Task</u></p> <p>Student achievement improves when teachers use on-going student data to <u>differentiate instruction.</u></p> <p><u>Actions/Details</u></p> <p><u>Within PLCs before instruction and during instruction of new content</u></p> <p>- Using data from previous assessments and daily classroom performance / work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><u>In the classroom</u></p> <p>-During the lessons, students are involved in flexible grouping techniques.</p> <p><u>PLCs After Instruction</u></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Teachers use student data to identify successful DI techniques for future implementation.</p>	<p>B.2</p> <p><u>Who</u></p> <p>-Principal</p> <p>-A.P.</p> <p>-Reading Coach</p> <p>-Team Leaders/ Reading Contact</p> <p>-PLCFacilitators of like grades and/or content areas</p> <p><u>How</u></p> <p>-PLC logs turned in to administration and/or Reading Coach.</p> <p>-PLCs turn their logs into administration and/or Reading Coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings.</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a bimonthly basis.</p>	<p>B.2.</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the online grading system.</p> <p>-Teachers use the online grading system data to calculate their students' progress towards the development of their individual /PLC SMART goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class, PLCs chart their overall progress towards the SMART goal .</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator or Team Leader shares the SMART goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>B.2.</p>	
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		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1. See Goal 1 and 3 (3.1 and 3.2)	4.1.	4.1.	4.1.		

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<p><u>Reading Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013FCAT Reading will increase from 98 points to 99 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>98 points</p>	<p>99 points</p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Reading Goal #5:</u></p>							
<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 Reading Goal #1 (1.1 & 1.2) and Reading Goal #3 (3.1 & 3.2)</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		

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<p><u>Reading Goal #5A:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 90%</p> <p>Black: 60%</p> <p>Hispanic:85%</p> <p>Asian: 100%</p> <p>American Indian: NA</p>	<p>White: 91%</p> <p>Black: 64%</p> <p>Hispanic:87%</p> <p>Asian: 97%</p> <p>American Indian: NA</p>					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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>		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1.</p>	<p>5B.1. See Reading Goal #1 (1.1 & 1.2) and Reading Goal #3 (3.1 & 3.2)</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Reading Goal #5B:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>76%</p>	<p>78%</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>	

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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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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<p><u>Reading Goal #5C:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
	<p>–</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<p><u>Reading Goal #5D:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>70%</p>	<p>69%</p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

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		5D.3	5D.3	5D.3	5D.3	5D.3	
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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
K/1 Applying the CCSS	K – 1	District trainers	All K-1 teachers	10/20 District	Classroom Walk-throughs	Administrative Team
Creating Text Dependent Questions Training	K-5	Reading Coach & Inter. Reading Contact	All K – 5 teachers	12/17/12 & 12/18/12	Classroom Walk-throughs, Discussions at PLC meetings	Reading Coach Administrative Team, Reading Coach, Grade Level PLCs

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		

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>I.1. -Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCSM.</p>	<p>I.1. <u>Strategy</u> Students' math skills will improve through participation in lessons designed to increase knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of the benchmarks. <u>Action Steps</u> -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading period of material. (For example, during the first marking period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in</p>	<p>I.1. <u>Who</u> -Teacher -Principal -A.P. -Math Contacts – (Marshall and Sampson) <u>How Monitored</u> -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Math Walk-through Form -Recording Document – (available from Elementary Math Dept.)</p>	<p>I.1. PLCs – Periodic (biweekly) progress monitoring of assessment scores, teacher observations and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team.</p>	<p>I.1. <u>4x per year</u> District baseline and Mid-Year Testing. Form 1 Form 2 NGSSS (optional) EOY test <u>During the Grading Period</u> Chapter tests Benchmark mini assessments Prerequisite skills tests Go Math! BOY Test Go Math! MOY Test Go Math! EOY Test</p>		
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		<p>class and how to increase the rigor of the benchmark in the classroom.</p> <p>Teachers will use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.</p> <p>-Teachers implement the lessons with depth and rigor strategies discussed in their PLCs.</p> <p>-Teachers implement the common assessments.</p> <p>-Teachers bring the assessment data back to the PLCs.</p> <p>-Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented.</p> <p>-Based on the data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning.</p> <p>-PLCs record their work in the PLC logs.</p> <p>-Teachers will attend District Math content</p>					
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		trainings to increase their knowledge of math content.					
<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 85% to 88%.							
	85%	88%					
		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		

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<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</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 52% to 55%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52%</p>	<p>55%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.</p>	<p>B.1. Strategy Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies. Action Steps -Teachers will attend District offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics. -PLCs write SMART goals based on each Grading period of material. -As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students how to read a mathematics word problem and</p>	<p>B.1. -Teacher -Principal -A.P. -Math Contact -Elem. Generalist How Monitored -Classroom walk-throughs observing lessons designed with problem-solving strategies; -Elementary Mathematics Work-through Form -Mathematics Recording Document (available from Elementary Math)</p>	<p>B.1. -PLCs – Periodic (biweekly) progress monitoring of assessment scores, teacher observations and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward the benchmark. PLCs will review unit assessments and chart the increase in the number of students reaching 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team.</p>	<p>B.1. 4x per year District Baseline and Mid-Year Testing. Form 1 Form 2 NGSSS (optional) EOY Test During the Grading Period -Chapter Tests Benchmark mini assessments Go Math! BOY Test Go Math! MOY Test Go Math! EOY Test</p>		
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		<p>apply problem-solving strategies.</p> <p>-Teachers implement the common assessments.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.</p>					
<p><u>Mathematics Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 80 points to 83 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>80 points</p>	<p>83 points</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	

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		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1. See Goal 1.	4.1.	4.1.	4.1.		

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<p><u>Mathematics Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 77 points to 80 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>77 points</p>	<p>80 points</p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</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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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 Mathematics Goal #1 (1.1) and Mathematics Goal #3 (3.1)	5A.1.	5A.1.	5A.1.		

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<u>Mathematics Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
	White: 86% Black: 47% Hispanic:82% Asian: 97% American Indian:NA	White: 87% Black:52% Hispanic:81% Asian:93% American Indian:NA					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1. See Mathematics Goal #1 (1.1) and Mathematics Goal #3 (3.1)	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	82%	78%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

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		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.		

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<p>Mathematics Goal #5C:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>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>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>70%</p>	<p>66%</p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

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		5D.3	5D.3	5D.3	5D.3	5D.3	
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End of Elementary or Middle School Mathematics Goals

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

* 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		

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<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Algebra Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		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

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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 Talk / Cool Moves	K – 5	Math Contacts & Grade Level PLC Facilitator	Grade Level PLCs	Biweekly PLC Meetings	Administrators will conduct targeted classroom walk-throughs to monitor HOT's implementation	Administrative Team
Deepening Understanding of CCSSM for K-1	K-1	Grade Level PLC Facilitator	Grade Level PLCs	Biweekly PLC Meetings	Administrators will conduct targeted classroom walk-throughs to monitor CCSSM implementation.	Administrative Team
Problem Solving	K-5	Math Contact & Grade Level PLC Facilitator	Grade Level PLCs	Biweekly PLC Meetings	Administrators will conduct targeted classroom walk-throughs to monitor problem solving implementation.	Administrative 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		

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1.</p> <p>-Teachers are at varying skill levels in the use of inquiry and the 5E Lesson Plan model.</p> <p>-Lack of common planning time to facilitate and hold PLCs for like courses.</p>	<p>1.1.</p> <p><u>Strategy</u></p> <p>Students' science skills will improve through participation in the 5E instructional model.</p> <p><u>Action Steps</u></p> <p>-Teachers will attend District Science training and share 5E Instructional Model information with their PLCs.</p> <p>-PLCs write SMART goals based for units of instruction.</p> <p>-As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional model for upcoming lessons.</p> <p>-PLC teachers instruct students using the 5E instructional model.</p>	<p>1.1</p> <p><u>Who</u></p> <p>Principal A.P. Science Contact / Science Leaders</p> <p><u>How monitored</u></p> <p>-Classroom walk-throughs observing this strategy.</p>	<p>1.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>- Teachers use the online grading system data to calculate their students' progress towards their PLC and /or individual SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal across all classes.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class, PLCs chart their overall progress towards the SMART goal.</p> <p><u>Leadership Team Level –</u></p> <p>-PLC facilitator or Team Leader</p> <p>shares SMART goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive support and student supplemental instruction..</p>	<p>1.1</p> <p><u>2x per year</u></p> <p>District-level baseline and mid-year tests.</p> <p><u>During the Grading Period –</u></p> <p>-Core curriculum assessments (pre, mid end of unit and chapter, intervention checks, etc.)</p>		
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		<p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.</p>					
<p><u>Science Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 84% to 87%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	84%	87%					
		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		
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	2.1.	2.1. See Goal 1.	2.1.	2.1.	2.1.		

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<p><u>Science Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 46% to 49%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>46%</p>	<p>49%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>I.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012 -2013 school year using information provided by the state.</p>	<p>I.1. <u>Strategy</u> Students' use of mode-specific writing will improve through use of Writers' Workshop/ daily instruction with a focus on mode-specific writing. <u>Action Steps</u> -Based on baseline data, PLCs write SMART goals for each grading period. (For example, during the first grading period 50% of the students will score 4.0 or above on the end-of-the Grading Period Writing prompt.)</p>	<p>I.1. <u>Who</u> Principal A.P. Writing Contact <u>How Monitored</u> -PLC logs -Classroom walk-throughs Observation form</p>	<p>I.1. See "Check" & "Act" action steps in the strategies column.</p>	<p>I.1. -Student monthly demand writes/ formative assessments/ -Student daily drafts -Student revisions -Student portfolios</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3 or higher on the 2013 FCAT Writes will increase from 95% to 98%.	95%	98%					
	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Writing Contact	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Grade 3 – 5 Writing teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) November 2012	Strategy for Follow-up/Monitoring Administration Walk-throughs	Person or Position Responsible for Monitoring Principal
Mode-based Writing Training Gr. 3-5						A.P.
Moodle 2 Online 2012-2013	Gr. 2-5	Individual Teachers	Gr. 2-5 Writing Teachers	Ongoing in 2012-2013	Administrative Walk-through	
Writing Support Course FCAT 2.0 Rubric Scoring Training	Gr. 3-5 & ESE	District trainers	Gr. 3-5 & ESE Writing Teachers	Dec. 2012 & Jan. 2013	Administrative Walk-throughs, Scoring Monthly Writing Prompts	Principal, A.P., Gr. 3-5 Teachers

End of Writing Goals

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Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. - Attendance Committee needs to meet on a regular basis throughout the school year. -Need support in building and maintaining the student data base.</p>	<p>1.1. The School will establish an Attendance Committee comprised of Administrators, Guidance Counselor, Social Worker, teachers and other relevant personnel to review the school's attendance plan and discuss school-wide interventions to address needs relevant to current attendance data. The Attendance Committee will also maintain a data base of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB90710). The Attendance Committee will meet monthly.</p>	<p>1.1. Attendance Committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with Faculty.</p>	<p>1.1. Attendance Committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1. Instructional Planning Tool Attendance / Tardy data. Ed Connect</p>		
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<p><u>Attendance Goal #1:</u></p> <p>1.The attendance rate will increase from 96.69% in 2011-2012 to 97% in2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96.69</p>	<p>97.00</p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u> <u>(10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences</u> <u>(10 or more)</u></p>					
	<p>14</p>	<p>12</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies</u> <u>(10 or more)</u></p>					
	<p>0</p>	<p>0</p>					

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

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

End of Attendance Goals

Suspension Goal(s)

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

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<p>1. Suspension</p>	<p>I.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>I.1. Tier 1: All students will comply with the 3 school-wide rules: * We will respect each other. * We will keep each other safe. * We will do our academic best. *Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. * Guidance Counselor will work with individual teachers on behavior contracts for targeted students. *Where needed the administration conducts individual walk-through data chats.</p>	<p>I.1. Who – *PSLT * Leadership Team *Administration</p>	<p>I.1. *PSLT Committee will review data on Office Discipline Referrals and out-of-school suspensions.</p>	<p>I.1. EASI and suspension data cross-referenced with mainframe discipline data.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Suspension Goal #1:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Total Number of</u> <u>In-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>In-School Suspensions</u></p>					
	0	0					
	<p><u>2012 Total Number of Students Suspended</u> <u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u> <u>In-School</u></p>					
	0	0					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>Out-of-School Suspensions</u></p>					
	3	10					
	<p><u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u></p>					
	3	10					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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
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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						

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		I.3.	I.3.	I.3.	I.3.	I.3.	
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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
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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						
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	nt						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Parent Involvement Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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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
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End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1.	1.1. Health and physical activity initiatives developed and implemented by the Principal's designee. FHC will have a Running Club on Thursday from 2:15 - 3:15 for fifty students in Grades 4 and 5. The Running Club begins in mid-October and ends at the end of March 2013.	1.1. Principal's designee. - Nine teachers will share the responsibility of the FHC Running Club.	1.1. Data on the number of students scoring in the Healthy Fitness Zone (HFZ).	1.1. Pacer test component of the FITNESSGRAM PACER for assessing.		

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Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
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 61% to 64% on the Post Test.							
	61%	64%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

Please note that each Strategy does not require a

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

Continuous Improvement Goal(s)

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

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

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<p>1. Continuous Improvement Goal</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Continuous Improvement Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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Continuous Improvement Goals Professional Development

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

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

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

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		

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Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		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					

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
<p><u>CELLA Goal #C:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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

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<p><u>CELLA Goal #D:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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

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		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		

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Mathematics Goal F:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p><u>Mathematics Goal G:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		G.2.	G.2.	G.2.	G.2.	G.2.	
		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		

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<p>H. Students scoring in the middle or upper third (proficient) in Geometry.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Geometry Goal H:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

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Geometry Goal I:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		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						
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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		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
<p><u>Science Goal J:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW 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		

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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Biology Goal K:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p>Biology Goal L:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

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

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<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		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 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><u>STEM Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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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
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End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to				
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	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
<u>CTE Goal #1:</u> Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

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

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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 #1	Complex non-fiction guided reading books, materials to increase comprehension & vocabulary development	\$875.96	\$875.96

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Science Goal # 1	AIMS materials	\$491.60	\$491.60
Final Amount Spent	\$1,367.56		