

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Bing Elementary	District Name: Hillsborough
Principal: Ismael Lebron-Bravo	Superintendent: Mary Ellen Elia
SAC Chair: Mariana Socorro	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																								
Principal	Ismael Lebron-Bravo	BA Degree- Elem Ed K-6, ESOL Masters Degree Educational Leadership	1	6	<p>School Grade</p> <table border="1"> <thead> <tr> <th>School</th> <th>Year</th> <th>GR</th> <th>AYP%</th> </tr> </thead> <tbody> <tr> <td>Bing</td> <td>2012</td> <td>C</td> <td></td> </tr> <tr> <td>Bing</td> <td>2011</td> <td>B</td> <td>64%</td> </tr> <tr> <td>Ruskin</td> <td>2010</td> <td>C</td> <td></td> </tr> <tr> <td>Ruskin</td> <td>2009</td> <td>A</td> <td></td> </tr> <tr> <td>Ruskin</td> <td>2008</td> <td>A</td> <td></td> </tr> </tbody> </table>	School	Year	GR	AYP%	Bing	2012	C		Bing	2011	B	64%	Ruskin	2010	C		Ruskin	2009	A		Ruskin	2008	A	
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Ruskin	2009	A																											
Ruskin	2008	A																											

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Assistant Principal	Melanie Hill	BA - Special Education	0	4	School Grade		
		M.Ed - Educational Leadership			School	Year	GR AYP%
		Elem. Ed. (K-6)			Bing	2012	C
		Specific Learning Disabilities (K-12)			Shore	2011	B
		Emotional Handicaps (K-12)			Shore	2010	A
		ESOL (K-12)					
		Educational Leadership (K-12)					

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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<p>Math Resource</p>	<p>Sheila McNeal</p>	<p>BA Degree- Elem Ed 1-6 ESOL Endorsement</p>	<p>15</p>	<p>13</p>	<p>School Data</p> <p>Math</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Gr</th> <th>AYP%</th> <th>% lv 3+</th> <th>% lrn gains</th> <th>% btm quat</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>C</td> <td>n/a</td> <td>35%</td> <td>50%</td> <td>64%</td> </tr> <tr> <td>2011</td> <td>B</td> <td>64%</td> <td>66%</td> <td>67%</td> <td>82%</td> </tr> <tr> <td>2010</td> <td>A</td> <td>85%</td> <td>72%</td> <td>71%</td> <td>72%</td> </tr> </tbody> </table> <p>Made AYP</p> <p>2011: No sub groups</p> <p>2010: Whites, Blacks, Econ Disadv, ELL, and SWD</p> <p>Not made AYP</p> <p>2011: Whites, Blacks, Hispanics, Econ Disadv, ELL, SWD</p> <p>2010: Hispanics</p>	Year	Gr	AYP%	% lv 3+	% lrn gains	% btm quat	2012	C	n/a	35%	50%	64%	2011	B	64%	66%	67%	82%	2010	A	85%	72%	71%	72%
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2010	A	85%	72%	71%	72%																								
<p>Science Resource</p>	<p>Charles Harve</p>	<p>B.A. Mass Communications Masters-Elem Ed 1-6</p>	<p>7</p>	<p>7</p>	<p>School Data</p> <p>Science</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Gr</th> <th>AYP%</th> <th>% lv 3+</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>C</td> <td>n/a</td> <td>30%</td> </tr> <tr> <td>2011</td> <td>B</td> <td>64%</td> <td>38%</td> </tr> <tr> <td>2010</td> <td>A</td> <td>85%</td> <td>46%</td> </tr> </tbody> </table>	Year	Gr	AYP%	% lv 3+	2012	C	n/a	30%	2011	B	64%	38%	2010	A	85%	46%								
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Reading Coach	Rosa Roper	Elem Ed. (Grades K-6)	0	0	Year	Gr	AYP%	% lv 3+	% lrn gains	% btm quat
		ESOL Endorsement			2012	C	n/a	39%	65%	83%
		VE (K-12)			2011	B	64%	55%	57%	58%
					2010	A	85%	63%	66%	52%
					Made AYP					
					2011: No sub groups					
					2010: Whites, Blacks, Econ Disadv, ELL, and SWD					
					Not made AYP					
					2011: Whites, Blacks, Hispanics, Econ Disadv, ELL, SWD					
					2010: Hispanics					
Writing Resource	Lindsay VanFossen	Elem. Ed (Grades K-6)	0	0	Year	Gr	% lv 3+			
		Gifted Endorsement			2012	C	72%			
		ESE (K-12)			2011	B	85%			
					2010	A	84%			

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	General Directors	June 2012	

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2. Recruitment Fairs	District Staff	June 2012	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	2012	
4. EET Mentor Evaluation	District Mentors	Continuous	
5. EET Peer Coaching/Evaluation	District Peers	Continuous	
6. Professional Learning Communities	Administration/Team Leaders	June 2013	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are no teachers that are teaching out of field.	

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)).

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Bo	

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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of In str uc tio nal Sta ff	ar Te ach ers	with 1-5 Yea rs of Exp erie nce	with 6- 14 Yea rs of Exp erie nce	with 15+ Yea rs of Exp erie nce	wi th Ad van ced De gre es	ali f ied Te ach ers	dor sed Te ach ers	ard Ce rtif ied Te ach ers	End orse d Tea cher s
57	2	4	39	12	22	53	0	5	42
	(4 %)	(7%)	(68 %)	(21 %)	(38)	(92 %)	(0 %)	(8 %)	(73)

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
Brenda Christman	Damaris Rivas-Rivera	Brenda Christman is a Mentor with EET initiative. She 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.

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Brenda Christman	Jennifer Keating	Brenda Christman is a Mentor with EET initiative. She 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.
Mariana Socorro	Eileen Peebles	is a Mentor with EET initiative. She 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.
Diane Levy	Jocelyn Wingate	Mentor is an experienced 5 th grade teacher and team leader	Weekly curriculum planning, bi-monthly checks toward TIP requirement with AP
Diane Levy	Lekecha Burroughs	Mentor is an experienced 5 th grade teacher and team leader	Weekly curriculum planning, bi-monthly checks toward TIP requirement with AP

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Melanie Hill	Lindsay VanFossen	Lindsay is new to the writing resource position and has previous teaching experience from out of state. Mentor is the AP and has served as the writing liaison for the PSLT at her prior school.	Monthly data chats Bi-monthly checks toward TIP requirement
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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.

<p>Title I, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant</p> <p>The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>

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Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
It is the policy of Hillsborough County Public Schools that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The district will not tolerate bullying or harassment of any type. The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks.
Nutrition Programs
The United States Department of Agriculture's Fresh Fruit and Vegetable Program (FFVP) provides funding to a few piloted schools so they can provide a variety of fresh fruits and vegetables to students three to five days per week outside the breakfast and lunch service.
Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten
Adult Education
N/A

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Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Job Training
NA
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.

- A. Principal
- B. Assistant Principal for Curriculum
- C. School Psychologist
- D. Guidance Counselor
- E. Elementary: PLC facilitators for grades K-5
- F. Instructional Coaches
- G. ESE Specialist
- H. ELP Coordinator
- I. School Advisory Council Chair
- J. School Social Worker
- K. English Language Learner (ELL) Resource Teacher
- L. Speech Pathologist

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

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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 MTSS 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 team functions to address the progress of low performing students remain in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

Our MTSS Team will be called the Problem Solving Team and will serve as the main leadership team of the school. The Problem Solving Team will meet once or twice a month as needed to:

- Use the MTSS problem solving model to:
 - Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
 - Determine scheduling needs, curriculum and intervention resources
 - Review/interpret student data (Academic and Behavior)
 - Organize and support systematic data collection.
 - Strengthen the Tier 1 (core curriculum) instruction:

Through the implementation of PLCs

Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments

Through the use of Common Assessments given every 6-9 weeks.

Through the implementation of research-based, scientifically validated instruction/interventions.

This year our MTSS team will focus on Differentiated Instruction practices.

- Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.

- Monitor interventions and data assessment in Tier 2 and Tier 3.
- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring
- Coordinate/collaborate with other working committees such as the Reading Leadership Team
- Assist in the implementation and monitoring of the Differentiated Accountability Model

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 Problem Solving Leadership Team (PSLT).
- The Problem Solving Leadership Team (PSLT) along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior during preplanning for 12-13 school year.
- The School Improvement Plan is the document that guides the work of the Problem Solving Leadership Team (PSLT). The large part of the work of the Problem Solving Leadership Team (PSLT) is outlined in the Action Steps, Evaluation Process, **Evaluation Tool**, and Professional Development of the School Improvement Plan.
- Since one of the main tasks of the Problem Solving Leadership Team (PSLT) is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

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.

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	Instructional Planning Tool (IPT)	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Instructional Planning Tool (IPT)	ELL PSLT Representative

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Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Excel Database	Team Leaders/ PLC Facilitators/PSLT Member
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	PSLT/PLCs

*Students identified to receive Extended Learning Program (ELP) services during the school day or after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.
-

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

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Describe the plan to train staff on MTSS.

- A. The MTSS PowerPoint presented to the psychologist, social worker and assistant principal by the area MTSS facilitator will be shared with staff during a Tuesday faculty meeting.
- B. The ELL teacher will also present how MTSS will work with ELL students.
- C. Members of the MTSS Leadership Team will meet with grade level PLC's to inform teams of Tier 1 data and the school's over all goals for an area of improvement.
- A. As the District's Problem Solving Team develops resources and staff development courses on MTSS, these tools and staff development sessions will be conducted with staff when they become available.
- B. Professional Development sessions will occur during Tuesday faculty meeting times.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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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:

- A. **Principal**
- B. **Assistant Principal for Curriculum**
- C. **Reading Coach**
- D. **Reading Teachers**
- E. **Media Specialist**
- F. **Grade level representatives or teachers who have demonstrated effective reading instruction as reflected through positive student reading gains**

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 strategies on the SIP.

The reading coach 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.

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

- Implementation and evaluation of the SIP reading strategies across the content areas.
- Professional Development
- Co-planning, modeling and observation of researched-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Family Reading Night

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading. The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric J. Smith, Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments are complete to review each student's performance. Data from the FAIR assessment will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, colors, shapes and numbers. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

NA

***High Schools Only**

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

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

NA

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of text complexity and academic rigor need professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to <u>select/identify</u> complex text, <u>shift</u> the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. <u>Who</u> -Principal -AP -Reading Coach- -PLC facilitators <u>How</u> -Reading PLC Logs -Language Arts 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. -Leadership Team shares the positive outcomes observed in PLC meetings on a monthly basis during PSLT meetings.</p>	<p>1.1. <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> -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 facilitators with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments/District Assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading Test will increase from 39% to 42%.							
	39%	42%					
	(111)	(119)					
		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 reading.</p>	<p>2.1.</p>	<p>2.1. See Goals 1, 3, & 4</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Reading Goal #2:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or 5 on the 2013 FCAT Reading Test will increase from 15% to 18%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>15% (43)</p>	<p>18% (51)</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>	

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

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<p>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 leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log and having a leadership team liaison.</p>	<p>B.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> 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 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>Actions/Details</u></p>	<p>B.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, 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, section, end of unit)</p>		
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		<p>-Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. 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>					
In grades 3-5, the percentage of All Curriculum students making learning gains on the 203 FCAT Reading Test will increase from 65% to 68%.							
	65% (185)	68% (193)					

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		<p>3.2.</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>3.2.</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><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p>	<p>3.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-PLC facilitators</p> <p><u>How</u></p> <p>-PLC logs turned into administration.</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 monthly basis.</p>	<p>3.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line 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/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator, shares SMART Goal data with the Problem Solving Leadership Team</p>	<p>3.2.</p> <p><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)</p>	
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			<p>-Teachers use student data to identify successful DI techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLCs.</p>		<p>liaison.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
		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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1 Teachers focused on bottom quartile students during the year of 2011-2012 and as a result bottom quartile students in reading made great gains. Teachers may find it difficult to increase the learning gains for the bottom quartile to 84%. They also may redirect their focus to students that are levels 3-5 and not reach 84% with our bottom quartile.</p>	<p>4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through teachers' collaboration with the reading coach in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. This data is used for future professional development, both individually and as a department. -Using walk-through data, the reading coach and administration identify teachers for support in planning.</p>	<p>4.1. Formal and informal observations by peers and administrators. PLC Logs District progress monitoring</p>	<p>4.1. See 3.2</p>	<p>4.1. See.3.2</p>		
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		<p>modeling, teaching, observing and debriefing.</p> <p>Leadership Team and Coach</p> <p>-The academic coach meets with the principal/AP to map out a high-level summary plan of action for the school year.</p> <p>-Every month, the academic coach meets with the principal/AP to:</p> <p>--Review log and work accomplished</p>					
<p><u>Reading Goal #4:</u></p> <p>In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading Test will increase from 83% to 84%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	61	63					
		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>Reading Goal #5:</u> The percentage of AMO will increase from 43 to 48 in the 2013 school year.							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. See 1.1</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient satisfactory on the 2013 FCAT/FAA Reading will increase will increase from 44% to 48%</p> <p>The percentage of Black students scoring proficient satisfactory on the 2013 FCAT/FAA Reading will increase will increase from 35% to 42%.</p> <p>The percentage of Hispanic students scoring proficient satisfactory on the 2013 FCAT/ FAA Reading will increase will increase from 42% to 48%.</p>							
	White:44 Black:35 Hispanic:42 Asian:NA American Indian:NA	White:48 Black:42 Hispanic:48 Asian:NA American Indian:NA					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See 1.1	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient satisfactory on the 2013 FCAT/FAA Reading will increase will increase from 40% to 46%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40%</p>	<p>46%</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of CALLA is not consistent across core courses.</p> <p>-ELLs at varying levels of</p> <p>English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and</p>	<p>5C.1</p> <p>Administrators__</p> <p>-PSLT</p> <p>-ESOL Resource Teacher</p> <p>__</p> <p><u>How</u></p> <p>-Administrative walk-throughs using the walkthrough form from:</p> <p><u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.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 on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.__</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each grade level, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive</p>	<p>5C.1</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	<p>skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>		<p>teacher support and student supplemental instruction. -ERT meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of English Language Learners (ELL) students scoring proficient satisfactory on the 2013 FCAT/FAA Reading will increase from 34% to 41%.							
	34%	40%					

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<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p> <p>5C.3</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>-ERT observes content area teachers using A+Rise and</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative walk-throughs</p>	<p>5C.2</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 on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. _</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each grade level, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive</p>	<p>5C.2</p> <p>-FAIR</p> <p>-CELLA</p>	<p>5C.2.</p>
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	<p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.</p>	<p>provides feedback, coaching and support.</p>		<p>teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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		<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.3</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -School based Administrators -ESOL Resource Teachers <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>5C.3</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> -Core curriculum end of core common unit/segment tests 	<p>5C.3.</p>	
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<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>5C.4</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> to structure their way of work for ELL students.</p> <p><u>Action Steps</u></p> <p>-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/</p>	<p>5C.4</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teacher</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4</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 on-line grading system data to calculate their students’ progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive</p>	<p>5C.4</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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		<p>speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.</p> <p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/teachers plan for upcoming lessons/units using targeted CALLA, and Differentiated Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing.</p> <p>-PLCs/teachers plan for accommodations for core curriculum content and assessment.</p>		<p>teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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		<p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.</p>					
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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.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 AP will put a system in place for this school year.</p>	<p>5D.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 upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Case Managers, Principal and Assistant Principal <u>How</u> IEP Progress Reports reviewed by APEI</p>	<p>5D.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/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 share SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.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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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Students with Disabilities (SWD)scoring proficient satisfactory on the 2013 FCAT/FAA Reading will increase from 31% to 40%.	31%	40%					

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<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p> <p>5D.3</p>	<p>5D.2.</p> <p>Strategy/Task</p> <p>SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p>Actions</p> <p>Plan</p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does</p>	<p>5D.2</p> <p>Who</p> <p>-PLC Facilitators</p> <p>How</p> <p>PLC logs (with specific SWD information) for like courses/grades.</p>	<p>5D.2</p> <p>Teacher Level</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. _</p> <p>PLC Level</p> <p>-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.</p> <p>Leadership Team Level</p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2</p> <p>-FAIR</p> <p>During the Grading Period</p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>	<p>5D.2.</p>	
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		<p>mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p> <p><i>Plan for the "Do"</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD going to do during the lesson to maximize learning?</p>					
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		<p><i>Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p>					
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		<p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <ul style="list-style-type: none"> -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p> <ul style="list-style-type: none"> -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/ 					
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		interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?					
		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
Text Complexity	K-5	Roper	School wide	Quarterly	Meeting logs, walk-throughs and evaluations	Administration

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Common Core	K-1	District Trainers	K-1 Instructional Staff	August, 2012	Review Inservice Records	Administration
DRA/RR	K-5	Roper	School wide	Quarterly	Meeting logs, walk-throughs and evaluations	Administration

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1</p> <ul style="list-style-type: none"> -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS 	<p><u>1.1. Strategy</u></p> <p>Students' math achievement improves through the use of <u>technology and hands-on activities</u> 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. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans. 	<p>1.1</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal -Assistant Principal -Math Resource Teacher <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. 	<p>1.1</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p>	<p>1.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</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>Mathematics Goal #1:</u></p> <p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or above on the 2013 FCAT Math Test will increase from 35% to 38%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>35% (99)</p>	<p>38% (108)</p>					
	<p>1.2. 1.3.</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 Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. See goals 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Mathematics Goal #2:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or above on the 2013 FCAT Math Test will increase from 10% to 13%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	10% (28)	13% (37)					
	2.2. 2.3	2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.1. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to differentiate instruction. <u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -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. <i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques <i>PLCs After</i></p>	<p>B.1. <u>Who</u> -Principal -AP - Classroom Teachers - Math Coach</p>	<p><u>3.1. Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. - <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> -Math Coach shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>B.1. <u>2x per year</u> District Baseline and Mid-Year Testing - - <u>During the Grading Period</u> Common assessments (pre, post, mid, benchmark, end of unit)</p>		
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		<p>Instruction</p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p>					
In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math Test will increase from 50% to 53%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50%	53%					
	3.2. 3.3.	3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. -Scheduling time for the principal/AP to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. Strategy/Task Students' math achievement improves through teachers' collaboration with the math coach in all content areas. Actions/Details <i>Math Coach</i> -The math coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The math coach assists with: --Facilitate lesson planning that embeds rigorous tasks -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing</p>	<p>4.1. Who Administration Math Coach How -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -PSLT to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>4.1. <u>2x per year</u> District Baseline and Mid-Year Testing</p>		
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		and debriefing.					
<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math Test will increase from 64% to 67%.							
	70	72					
	4.2.	4.2.	4.2.	4.2.	4.2.	4.2.	
	4.3						

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		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		See goals 1, 3, 4					
<u>Math Goal #5:</u> The percentage of Achievable Annual Measurable Objectives for math will increase from 48% to 53% in the 2013 school year.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.		

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<u>Math Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient satisfactory on the 2013 FCAT/FAA Math will increase from 47% to 52%</p> <p>The percentage of Black students scoring proficient satisfactory on the 2013 FCAT/FAA Math will increase from 30% to 37%</p> <p>The percentage of Hispanic students scoring proficient satisfactory on the 2013 FCAT/FAA Math will increase 34% to 41%</p>							
	<p>White:47%</p> <p>Black:30%</p> <p>Hispanic:34%</p> <p>Asian:NA</p> <p>American Indian:NA</p>	<p>White:52%</p> <p>Black:37%</p> <p>Hispanic:41%</p> <p>Asian:NA</p> <p>American Indian:NA</p>					

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	5A.2. 5A.3.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient satisfactory on the 2013 FCAT/FAA Math will increase from 36% to 42%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	36%	42%					
	5B.1. 5B.3.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-Math teachers implementation of CALLA is not consistent across math courses.</p>	<p>5C.1.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-Principal/AP</p> <p>-ESOL Resource Teacher</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>		
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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of English Language Learners (ELL) students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 34% to 41%.	34%	41%					
	5C.2. 5C.3 -Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments in math:</p> <ul style="list-style-type: none"> -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments) 	<p>5C.3</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -Principal/AP -ESOL Resource Teacher 	<p>5C.3</p> <p>Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/segment tests</p>	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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.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 APC will put a system in place for this school year.</p>	<p>5D.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 upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Assistant Principal <u>How</u> IEP Progress Reports reviewed by AP</p>	<p>5D.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 SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction.</p>	<p>5D.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students with disabilities (SWD) students scoring proficient satisfactory on the 2013 FCAT/FAA math will increase from 31% to 38%.							
	31%	38%					
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3						
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

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

* 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						

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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		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra Goal #1: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Professional development training	K-5	Shelia McNeal	School wide	Quarterly	Meetings logs , walk ins, and evaluations	Leadership team
Math Lesson Studies	Grades1, 4, 5	Shelley Fritz	Grades 1, 4, and 5	October, November 2012	Post instructional discussion/reflection	Administration/Math Coach
3 rd Grade MEATY Math Training	3	Shelia McNeal District trainers	3 rd Grade teachers, math coach, admin	October –December 2012(monthly)	Post training reflection	Administration/Math coach

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. -Teachers not attending Science trainings offered by district -Scheduling block for the Science time is not consistent with other subject areas. -Unsure of how to conduct Long Term Investigations</p>	<p>1.1. -Attend on-site professional development opportunities -Trainings will allow for teachers to allocate more time for Science -Coaching by the Science Resource teacher with all staff members. -ELP (tutoring) in the area of Science.</p>	<p>1.1. -Principal -AP -Science Resource Teacher Will be conducting walkthroughs looking for long term investigations and monitor through formative assessments</p>	<p>1.1. Teacher Levels -reflection -achievement series -PLC's -PLST reviewing the data and share with staff -Backwards Planning</p>	<p>1.1. -Formative Assessments -Mini Assessments -End of the Year Chapter Test -FCAT Science style questions -Science Interactive Notebook</p>		
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<p><u>Science Goal #1:</u></p> <p>In grades 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT science test will increase from 30% to 32%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>30%</p>	<p>33%</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>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. -Students not being exposed to prior year materials, so 5th grade teachers are trying to create a foundation -ELP in the past was only allocated for Reading, Math, and Writing</p>	<p>2.1. -Throughout the grade levels, vertical PLC's -Scaffolding lessons across grade levels -Technology Integration through FCAT Explorer</p>	<p>2.1. -Principal -AP -Science Resource -Team Leaders</p>	<p>2.1. Teacher Level -Reflection during PLC's -IPDP's -Achievement Series</p>	<p>2.1. -District Formative Assessments -Mini Assessments -End of Chapter test -Science Lab Test -Science Interactive Notebooks</p>		
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<p><u>Science Goal #2:</u></p> <p>In grades 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT science test will increase from 3% to 6%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3%</p>	<p>6%</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.

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

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Science professional
development trainings,
coaching

Grades 1-5

Charles Havre

Science resource teacher

quarterly

Coaching cycle logs, evaluations, walk-ins, Administration
Formative assessment

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>I.1. -Lack of teacher training in daily writing conferences -Student inability to apply writing crafts/conventions to maintain the focus of the topic -All teachers not using writer's workshop daily. Not all teachers are teaching the correct craft. Not all teachers are conferencing</p>	<p>I.1. -Writing resource will model writing conference for teachers -Focus on a single craft for a longer period of time -Writing training with a list of priority crafts to teach in order for students to be successful on the writing test</p>	<p>I.1. -Writing resource</p>	<p>I.1. Through the data points gathered each month through the Bing Writes and Hillsborough Writes to track progress of students and classes.</p>	<p>I.1. -Bing Writes -Hillsborough Writes -Student daily notebook journals</p>		
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT writing test will increase from 85% to 86%.							
	72%	75%					
		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 Professional Learning Community (PLC) or PD Activity

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

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PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	Grades 2-5	Lindsey Van Fossen	Grades K-5	Quarterly	Monthly Bing Writes and Hillsborough Writes	Administration and Writing Resource

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		
1. Attendance	1.1. Parental Involvement/ Communication Lack of attendance committee	1.1. Improve communication with parents via newsletter and parent-link. Establish an attendance committee	1.1. Attendance committee will keep a log and feedback will be presented to students, faculty and parents.	1.1. Attendance committee will monitor attendance data from the targeted group of students.	1.1. IPT & Ed Connect		

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<p><u>Attendance Goal #1:</u></p> <p>The attendance rate will increase from 94% in 2011-2012 to 95% in 2012-2013..</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
<p><u>Attendance Goal #2</u></p> <p>The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%</p>							
	<p>94%</p>	<p>95%</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>					

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	<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>					
		1.2. Teachers completing attendance intervention forms Parental Involvement	1.2. Train teachers and give ongoing reminders Newsletter, parent-link, phone calls from teachers	1.2. Monthly reports printed by DP clerk and reviewed by attendance committee Attendance committee will ensure parent communication	1.2. Attendance committee will review attendance reports	1.2. IPT & Ed Connect	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
1. Suspension	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. School wide behavior plan will be established by the school discipline team and presented to the faculty at the start of the school year.	1.1. PSLT will review behavior plan and discipline reports to monitor the amount of in school and out of school suspensions each quarter with the use of the PSLT COILE form.	1.1. PSLT will review discipline reports where they will analyze the data and the SMART goal that was constructed using the COILE form.	1.1. Discipline report data COLIE Form		

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Suspension Goal #1:	2012 Total Number of _____	2013 Expected Number of _____					
<p>Total number of in-school suspensions will decrease from 5 or remain at the same rate for the 2012-13 school year.</p> <p>Total number of out of school suspensions will decrease from 21 or remain at the same rate for the 2012-13 school year.</p>	<p><u>In-School Suspensions</u></p>	<p><u>In-School Suspensions</u></p>					
	5	5 or <					
	<p><u>2012 Total Number of Students Suspended</u></p> <p><u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u></p> <p><u>In-School</u></p>					
	5	5 or <					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of _____</u></p> <p><u>Out-of-School Suspensions</u></p>					
	<p>21</p> <p>17 students</p>	<p>21 or <</p> <p>17students or <</p>					

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	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of-School</u>	<u>Out-of-School</u>					
	21	21 or <					
	17 students	17students or <					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

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

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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.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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						
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	Strategy Data Check	Student Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1. Parents do not receive information in a timely manner Parents not utilizing tutoring and other SES resources	1.1. SES (supplemental and Education Services) meetings created every week Provide more ELP support services(after school and during the school day sessions)	1.1.Principal and assistant principal	1.1. ELP logs Common assessments used during ELP	1.1. SCIP (School Climate Inventory perception Survey)		

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<p>Based on the school climate and perception survey for parents, the percentage of parents who strongly agree with “the indicators under student learning will increase from 50.3% in 2012 to 54% in the year 2013”</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>50.3%</p>	<p>54%</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>Parent Involvement Goal(s)</p>	<p>Problem-solving Process to Parent Involvement</p>						
<p>Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:</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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2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

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

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

Health and Fitness Goal(s)

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

ADDITIONAL GOAL(S)	Problem- Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

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<p>1. Additional Goal</p> <p><u>Additional Goal #1:</u></p>	<p>1.1</p> <p>Lack of resources for equipment.</p> <p>Inclement weather</p>	<p>1.1</p> <p>Morning show activities would reinforce what physical fitness skills are taught in the classroom.</p> <p>An updated website with health and fitness information and tips for families to use within the household</p>	<p>1.1</p> <p>Coach Roberts</p> <p>Administration</p> <p>Peer evaluators</p>	<p>1.1</p> <p>Battery test every three months</p> <p>End of the Year assessment</p> <p>PED DAT scores</p>	<p>Pacer test component for assessing cardiovascular health</p>		
<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 <u>42</u>% on the Pretest to <u>52</u>% on the Posttest.</p>	<p><u>2012 Current Level :</u></p> <p><u>42%</u></p>	<p><u>2013 Expected Level :</u></p> <p><u>52%</u></p>					

Health and Fitness Goals Professional Development

Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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

PD Content /Topic 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
Health and Fitness	Grades 1-5	Physical Education Instructor	Physical Education Classes 1-5	Quarterly	Evaluations	Administration

Continuous Improvement Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1 -parents not receiving information in a timely manner. -Incorrect contact information	1.1 Feedback forms are turned into administration and reviewed after conference nights. Two "parent link" reminders before the event.	1.1 Principal Leadership Team	1.1 Feedback forms after every conference night and parent curriculum night. The Leadership Team will aggregate the data and share outcomes of the school-wide results.	1. Not applicable		
The percentage of parents who strongly agree that "The school provides ample opportunities to review my students progress" will increase from 48% to 50%	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	48%	50%					

Continuous Improvement Goals Professional Development

Professional

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**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
Plan-Do-Check-Act Model	Leadership Team	Leadership Team	School-wide	PLCs meet bi-weekly for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs	Leadership Team
	All teachers	Subject Area Leaders PLC Facilitators			Administrator and leadership attendance at PLC meetings	

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>5C.1 -Improving the proficiency of ELL students in our student is of high priority. -reading teachers implementation of CALLA is not consistent across math courses.</p>	<p>5C.1. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all reading area teachers on how to embed CALLA into core content lessons. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -reading teachers set</p>	<p>5C.1 Who -Principal/AP -ESOL Resource Teacher</p>	<p>5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>5C.1 2x per year District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit)</p>		
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		SMART goals for ELL students for upcoming core curriculum assessments.					
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The number of level 4-9 students scoring proficient on the Reading Florida Alternate Assessment will increase from 91% to 93%							
	91%	93%					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	B.1.	B.1.	B.1.	B.1.	B.1.		
<p><u>Reading Goal B:</u> Not Applicable</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		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	

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<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>- teachers implementation of CALLA is not consistent across math courses.</p>	<p>5C.1.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all subject area teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>- teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-Principal/AP</p> <p>-ESOL Resource Teacher</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>	
<p><u>CELLA Goal #C:</u></p> <p>The number of students scoring proficient on the listening / speaking section of the CELLA will increase from 35% to 37%</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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	35%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>D. Students scoring proficient in Reading.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-reading teachers implementation of CALLA is not consistent across math courses.</p>	<p>5C.1.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all reading area teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Reading teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-Principal/AP</p> <p>-ESOL Resource Teacher</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>	
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<p><u>CELLA Goal #D:</u></p> <p>The number of students scoring proficient on the Reading section of the CELLA will increase from 21% to 23%</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>21%</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>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>- teachers implementation of CALLA is not consistent across all courses.</p>	<p>5C.1.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all subject area teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>- teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-Principal/AP</p> <p>-ESOL Resource Teacher</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>	
<p><u>CELLA Goal #E:</u></p> <p>The number of students scoring proficient on the listening / speaking section of the CELLA will increase from 13% to 15%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	13%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-Math teachers implementation of CALLA is not consistent across math courses.</p>	<p>5C.1.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p>	<p>5C.1</p> <p>Who</p> <p>-Principal/AP</p> <p>-ESOL Resource Teacher</p>	<p>5C.1</p> <p>Teacher Level</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>5C.1</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>During the Grading Period</p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>		
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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring proficient on the 2013 Florida Alternative Assessment will increase from 82% to 85%.							
	82%	85%					
		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</u> G: Not Applicable</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> Not Applicable</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</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.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal I: Not Applicable	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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<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.		
<p><u>Science Goal J:</u> Not Applicable</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		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>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Biology Goal K:</u> Not Applicable</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></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>	

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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		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<u>Biology Goal L:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable							
		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

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

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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> Not Applicable</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	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>We will increase the number of participation in STEM competition and events to include STEM fair, science Olympics, and math bowl.</p>	<p>1.1.</p>	<p>1.1.</p> <p>Science and math resource teachers share information at a timely manner to prepare grade levels for these events.</p>	<p>1.1.</p> <p>Science and math resource teachers</p> <p>Science Olympics, Science Fair and math bowl logs</p> <p>Confirmed email registration</p>	<p>1.1.</p>	<p>1.1.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

	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	Strategy Data Check	Student Evaluation Tool
<u>CTE Goal #1:</u> Increase students interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure and activities.	1.1.	1.1. Provide special speakers to visit and share with students about CTE careers through the year and during the great American teach in.	1.1. Monitored sign in sheet checked by guidance	1.1. How will the evaluation tool data be used to determine the effectiveness of strategy?	1.1. Have students write letters thank you and explaining their strengths and weaknesses about the event.
	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	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 CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes

No

<p>If No, describe the measures being taken to comply with SAC requirements.</p> <p>Teachers and staff members will be encouraged ask parents to join through conferences and conversation. Letters were sent home requesting parent membership as well as flyers. Calls were made to the parents that returned SAC parent membership forms. I will continue to be make house calls to parents requesting more membership and the school will advertise meetings on the school's automatic calling service.</p>

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

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Final Amount Spent			