FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1
Summerfield Elementary School (#294211)

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Summerfield Elementary School (#4211)	District Name: Hillsborough
Principal: Derrick McLaughlin	Superintendent: MaryEllen Elia
SAC Chair: Patricia (Tricia) Ream	Date of School Board Approval: Pending School Board Approval

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	Derrick McLaughlin	B.S. Ed. (K-6), M.Ed. Ed. Leadership (K-12), ESOL Ed. (K-12) School Principal (K-12)	6	6	11/12: C 55% R-Prof., 46% M-Prof., 74% R-Bot.25, 10/11: B 72% R-Prof., 68% M-Prof., 56% R-Bot.25, 79% AYP 09/10: B 72% R-Prof., 71% M-Prof., 44% R-Bot.25, 77% AYP 08/09: A 73% R-Prof., 70% M-Prof., 51% R-Bot.25, 85% AYP 07/08: A 73% R-Prof., 68% M-Prof., 60% R-Bot.25, 97% AYP
Assistant Principal	Michelle "Shelley" Gura	B.S. Special Ed. (K-12), M.A. Leadership (K-12), Elementary Ed. (1-6) ESOL End.(K-12)	NEW	NEW	N/A

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Karen M Simpson	B.S. Ed. (K-6) M.A. Ed. (Reading K-12) ESOL	9	9	11/12: C 55% R-Prof., 46% M-Prof., 74% R-Bot.25, 10/11: B 72% R-Prof., 68% M-Prof., 56% R-Bot.25, 79% AYP 09/10: B 72% R-Prof., 71% M-Prof., 44% R-Bot.25, 77% AYP 08/09: A 73% R-Prof., 70% M-Prof., 51% R-Bot.25, 85% AYP 07/08: A 73% R-Prof., 68% M-Prof., 60% R-Bot.25, 97% AYP
Writing	Barbara Panepinto	B.A. Ed. (1-6) ESOL	7	5	11/12: C 55% R-Prof., 46% M-Prof., 74% R-Bot.25, 10/11: B 72% R-Prof., 68% M-Prof., 56% R-Bot.25, 79% AYP 09/10: B 72% R-Prof., 71% M-Prof., 44% R-Bot.25, 77% AYP 08/09: A 73% R-Prof., 70% M-Prof., 51% R-Bot.25, 85% AYP 07/08: A 73% R-Prof., 68% M-Prof., 60% R-Bot.25, 97% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher Interview Day	General Directors	June	Teacher Interview Day
Recruitment Fairs	Professional Standards/Recruitment Office	June	Recruitment Fairs
District Mentor Program	District Mentors	ongoing	District Mentor Program
District Peer Program	District Peers	ongoing	District Peer Program
School-based teacher recognition system	Principal	ongoing	School-based teacher recognition system

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers • 5 out of field (ESOL) • 1 out of field (ASD)	Depending on the needs of the teacher, one or more of the following strategies are implemented. Administrators Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) Academic Coach • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis Grade Level/Dept. Team Leader/PLC • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
71	1% (1)	29% (20)	46% (33)	24% (17)	34% (24)	100% (71)	4% (3)	1% (1)	69% (49)

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
Caroline Cooper (EET Mentor - ESE)	Nicole Gauthier Monica Wetherington	Mrs. Cooper is a Mentor with EET initiative. She has strengths in the areas of Exceptional Student Education (ESE), mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Karen Koslow (EET Mentor – Reg. Ed.)	Alyssa Ledenham	Mrs. Koslow is a Mentor with EET initiative. She has strengths in the areas of Elementary Education, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure student who need additional remediation are provided support through one or more of the following: during/after school (ELP) and summer programs, quality teachers through professional development, content specific resource teachers, and classroom mentors.
Title I, Part C- Migrant The migrant aide (in lieu of an advocate) provides services and support to students and their families. Our aide works directly with teachers and other programs to ensure the migrant students' needs are being addressed and met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services for alternative education to schools of choice.
Title II The district receives funds for staff development to increase student achievement through teacher trainings. In addition, the funds are utilized in the ary Differential Program at Renaissance schools.

Title III Services are provided through the district for education materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL students.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for student identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I fund to provide summer school, reading coaches, and extended learning opportunity programs for our students.
Violence Prevention Programs N/A
Nutrition Programs Our district offers FREE breakfast to ALL students. This encourages healthy lifestyles as well as allowing students (who would otherwise not receive one) a nutritious way to begin their learning.
Housing Programs N/A
Head Start We utilize information from students in the Head Start program to transition into Kindergarten
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The leadership team includes: • Principal - McLaughiln • Assistant Principal - Gura • Guidance Counselor - Beland (5th rep) • School Psychologist - Mahiquez • Social Worker - Adams (2nd rep) • Reading Coach - Simpson (Kdg. rep) • Writing Resource - Panapinto (4th rep) • ESE Specialist - Remson (ESE rep) • Speech Language Pathologist - Bond (3rd rep) • ELL Resource Teacher - Laboy (1st rep) • SAC Chair (as needed/requested) - Ream (Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the school Leadership Team is to: 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular and behavioral areas. 4. Communicate school-wide data to PLCs and facilitate problem solving within the grade level teams. The Leadership team meets bi-weekly/as needed (if the need arises to meet more often). Specific responsibilities include: • Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) • Create, manage and update the school resource map • Facilitate the implementation of specific programs, such as “daytime ELP” that provide intervention support to students identified through data sorts/chats conducted by the PLCs. • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Organize and support systematic data collection, such as state/district/school assessments (Form 1/A, FAIR assessments, CIM assessments, etc.) • Assist and monitor teacher use of ‘SMART’ goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT as a whole) • Strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and student lead conferences.

- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLTs .
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - Use the problem-solving model when analyzing data:
    1. What is the problem? (Problem Identification)
    2. Why is it occurring? (Problem Analysis and Barrier Identification)
    3. What are we going to do about it? (Action Plan Design and Implementation)
    4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - Develop grading period goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
  - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment

support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
    1. Does the data show implementation of strategies are resulting in positive student growth?
    2. To what extent are we making progress toward the school's SIP goals?
    3. If we are making progress, what can we do to sustain what is working?
    4. What barriers to implementation are we facing and how will we address them?
    5. What should we do next? What should be our plan of action?

MTSS Implementation

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

Elementary Middle/High

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 tests	School Generated Excel Database	Reading Coach/Math Contacts/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability AND Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science FCAT 2.0 Reading Form A, Form B, Form C FCAT 2.0 Math Form 1, Form 2, Form 3 FCAT 2.0 Science Form 1, Form 2, Form 3 Math/Science Beginning/Mid/End of year Assessments Monthly Writing Prompts (Summerfield Writes)	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Chats	Reading Coach and individual teachers
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	PLC logs	Individual Teachers/PLC Facilitators/Leadership Team Members

Focus on Grades K and 1 this year.		
DRA-2	School Generated Excel Database	Individual Teachers/Reading Coach/AP
Various "Reports on Demand" for behavior/attendance data	District Generated Database	Leadership Team/SAC

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) Running Records easyCBM assessments iStation assessments CIM (teacher/team created) assessments	School Generated Database in Excel	Leadership Team
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase

student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal - McLaughiln • Assistant Principal - Gura • Reading Coach - Simpson • Writing Resource - Panapinto • ESE Specialist - Remson • ELL Resource Teacher - Laboy
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 (PSLT). The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The Principal is the LLT chairperson. The Reading Coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The Reading Coach and Principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The Principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally, the Principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including teachers, other staff members, parents, and students.
What will be the major initiatives of the LLT this year? • Implementation and evaluation of the SIP reading goals/strategies across the content areas • Professional Development • Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas • Data analysis (on-going) • Implementation of the K-12 Reading Plan

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** **Who and how will the fidelity be monitored?**	**Strategy Data Check** **How will the evaluation tool data be used to determine the effectiveness of strategy?**	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).			1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Reading & Writing Coaches -PLC facilitators How PLC Logs -PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 55% to 60%.	2012 Current Level of Performance: 55% (284)	2013 Expected Level of Performance: 60% (247)					
			1.2. -Teachers knowledge base of this strategy needs professional	1.2. Common Core Reading Strategy Across all Content Areas Common Core	1.2. Who -Principal -AP	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this	1.2. 3x per year - FAIR

		development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	-Reading & Writing Coaches -PLC Facilitators How - PLC Logs -PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
		1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.3. Common Core Reading Strategy Across all Content Areas Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. Who -Principal -AP -Reading & Writing Coaches -PLC facilitators How - PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.3 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

				-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** **Who and how will the fidelity be monitored?**	**Strategy Data Check** **How will the evaluation tool data be used to determine the effectiveness of strategy?**	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 26% to 30%.	2012 Current Level of Performance: 26% (134)	2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.
	2013 Expected Level of Performance: 30% (124)					
		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**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading. Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 61 points to 65 points.	2012 Current Level of Performance:* 61 points	3.1. -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.	3.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we 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? Actions/Details	3.1. Who -Principal -AP -Reading & Writing Coaches -PLC facilitators How 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	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, Reading coach, and/or leadership team.	3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)
	2013 Expected Level of Performance:* 65 points					

				-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. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	monthly basis.		
			3.2. -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.	3.2. Strategy/Task Student achievement improves when teachers use on-going student data to differentiate instruction. Actions/Details Within PLCs Before Instruction and During Instruction of New Content -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. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/content area PLCs.	3.2. Who -Principal -AP -Reading & Writing Coaches -PLC facilitators How -PLC logs turned into administration, and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)
			3.3.	3.3.	3.3.	3..3.	3.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 74 points to 77 points.	2012 Current Level of Performance:* 74 points	2013 Expected Level of Performance:* 77 points	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.	4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/Details Academic Coach -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students (such as ELP daytime tutoring). -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional	4.1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Reading Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit)

				development, both individually and as a department. Leadership Team and Coach -The academic coach meets with the principal/AP to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/AP to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2 Strategy Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.2 Who Administrators PSLT Reading Coach How Monitored Administrators and Reading Coach will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation and discuss progress at bi-weekly PSLT meetings.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) (From District RtI/Problem Solving Facilitators.)

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
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 years school will reduce their achievement gap by 50%. Reading Goal #5: The percentage of students not satisfactory in each subgroup will DECREASE by half over the next 6 years.	% Satisfactory ALL: 55 Black: 40 Hispanic: 50 White: 64 ELL: 37 SWD: 30 Econ. Dis.: 49	% Satisfactory ALL: 63 Black: 53 Hispanic: 57 White: 69 ELL: 35 SWD: 47 Econ. Dis.: 57	% Satisfactory ALL: 66 Black: 58 Hispanic: 61 White: 72 ELL: 42 SWD: 52 Econ. Dis.: 61	% Satisfactory ALL: 70 Black: 63 Hispanic: 65 White: 75 ELL: 48 SWD: 57 Econ. Dis.: 65	% Satisfactory ALL: 74 Black: 67 Hispanic: 70 White: 78 ELL: 55 SWD: 63 Econ. Dis.: 70	% Satisfactory ALL: 78 Black: 72 Hispanic: 74 White: 82 ELL: 61 SWD: 68 Econ. Dis.: 74
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 64% to 69%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 40% to 53%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 57%.	5A.1.	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.	
2012 Current Level of Performance: White: 64% Black: 40% Hispanic: 50% / 2013 Expected Level of Performance:* White: 69% Black: 53% Hispanic: 57%	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. Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 49% to 57%.	2012 Current Level of Performance 49%	5B.1.	5B.1. See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.
	2013 Expected Level of Performance 57%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
		Anticipated Barrier	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 35%.	2012 Current Level of Performance: 35%	5C.1 -Improving the proficiency of ELL students in our student is of high priority. -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. -Teachers implementation of CALLA is not consistent across core courses.	5C.1 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. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs)	5C.1 Who - Administration -District Resource Teachers -ESOL Resource Teacher How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERT meets with PLCs on a rotating basis to assist with the analysis of ELLs performance	5C.1 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
	2013 Expected Level of Performance: 37%					

			-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	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.		data. - For each grade, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERT meets with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
			5C.2. -Improving the proficiency of ELL students in our school is of high priority. -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. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	5C.2. 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. Action Steps -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. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.	5C.2. Who - Administrations -District Resource Teachers -ESOL Resource Teacher How -Administrative and ERT walk-throughs using the various Elementary walkthrough forms.	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERT meets with PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each grade, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student	5C.2 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

					supplemental instruction. -ERT meets with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 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)	5C.3 Who -Administration -ESOL Resource Teacher How -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	5C.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 During the Grading Period -Core curriculum end of core common unit/ segment tests
		5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	5C.4 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 Plan-Do-Check-Act model to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL	5C.4 Who -Administration -ESOL Resource Teacher -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	5C.4 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERT meets with PLCs on a rotating basis to assist with the analysis of ELLs performance data.	5C.4 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

			effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing. -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. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.		-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERT meets with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** **Who and how will the fidelity be monitored?**	**Strategy Data Check** **How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 47%.	2012 Current Level of Performance: 30%	2013 Expected Level of Performance: 47%	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 Administration and ESE	5D.1. Strategy 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.	5D.1. Who Principal Assistance Principal ESE Specialist How IEP Progress Reports reviewed by AP and ESE Specialist	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes.	5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data

			Specialist will put a system in place for this school year.	-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.		-PLCs reflect on lesson outcomes and data used to drive future instruction. -For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	aggregated for SWD performance
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. Strategy/Task 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. Actions Plan For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? Plan for the "Do" What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices	5D.2 Who -Administration -PLC Facilitators How PLC logs (with specific SWD information) for like grades.	5D.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each grade, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.2 -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance

			will we use to help SWD learn? -Specifically how will we implement the at least 2_strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning? Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit. 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: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the at least 2__ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the at least 2 strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? Reflect/Check – Analyze Data Discuss one or more of the following: -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? Act on the Data			

			After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/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**
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	Grades K-5	Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Reading Coach PSLT Facilitators
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades K-5	Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Reading Coach PSLT Facilitators
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades K-5	Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Reading Coach PSLT Facilitators
IEP Training	Grades Pk-5	ESE Specialist	ESE Teachers PLCs	On-going	Case Manager	Administration ESE Specialist
ELL Strategies	Grades K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration ERT PSLT Facilitators
Model Lessons/Classrooms	Grades K-5	Reading Coach Admin	All Reading Teachers	On-going	Coaching cycle and walkthroughs	Administration Reading Coach

End of Reading Goals

Elementary Mathematics Goals

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

Elementary School Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** **Who and how will the fidelity be monitored?**	**Strategy Data Check** **How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5).			1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1 Strategy Students' math achievements improves through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. Action Steps -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.	1.1 Who - Principal -AP -PLC Facilitators How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 47% to 52%.	2012 Current Level of Performance 47% (243)	2013 Expected Level of Performance 52% (214)					
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	1.2 Strategy/Task Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. Actions/Details Within PLCs -Teachers work to improve upon both	Who - Principal -AP -PLC Facilitators How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions

			individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. In the classroom During the lessons, teachers: -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard.	through form. They look for implementation of strategy with fidelity and consistency -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation		etc.)

<table>
<tr><td colspan="2" rowspan="2"></td><td>1.3.</td><td>During the lessons, students:
-Have opportunities to formulate many of the high-level questions based on the text/content.
-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).

School Leadership
-The /PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.
-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).</td><td></td><td></td><td></td></tr>
<tr><td>1.3.</td><td>1.3.</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="2">2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</td><td>2.1.</td><td>2.1.
See Goals 1, 3 & 4</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 20% to 25%.</td><td>2012 Current Level of Performance</td><td>2013 Expected Level of Performance:</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>20% (103)</td><td>25% (103)</td></tr>
<tr><td colspan="2"></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
<tr><td colspan="2"></td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td><td>2.3</td></tr>
</table>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. Strategy Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -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. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. Who -Principal -AP -PLC facilitators of like grades How PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 57 points to 62 points.	2012 Current Level of Performance:* 57 points	2013 Expected Level of Performance:* 62 points					
			3.2. -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	3.2. Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction. Actions/Details Within PLCs Before Instruction and During Instruction of New Content	3.2. Who -Principal -AP -PLC facilitators of like grades How PLCS turn their logs into administration after a unit of instruction is complete.	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all	3.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments

<table>
<tr><td colspan="2"></td><td>strategies.
-Teachers tend to give all students the same lesson, handouts, etc.</td><td>-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.
In the classroom
-During the lessons, students are involved in flexible grouping techniques
PLCs After Instruction
-Teachers reflect and discuss the outcome of their DI lessons.
-Use student data to identify successful DI techniques for future implementation.
-Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.
-Additional action steps for this strategy are outlined on grade level/content area PLCs.</td><td>-PLCs receive feedback on their logs.
-Administrators attend targeted PLC meetings
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a monthly basis.</td><td>classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
- For each class, PLCs chart their overall progress towards the SMART Goal.
Leadership Team Level
-PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction.</td><td>(pre, post, mid, section, end of unit)</td></tr>
<tr><td colspan="2"></td><td>3.3.</td><td>3.3.</td><td>3.3.</td><td>3..3.</td><td>3.3.</td></tr>
<tr><td colspan="2">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="2">4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</td><td>4.1.
-Teachers willingness to accept support from Elementary Math Deptartment.</td><td>4.1.
Strategy Across all Content Areas

Strategy/Task
Students’ math achievement improves through teachers’ collaboration with the district resource personnel in all content areas.

Actions/Details
Administration and District Personnel
-The DRTs and administration conducts one-on-one data chats with individual teachers using the teacher’s student past and/or present data.:
--Facilitate lesson planning that embeds rigorous tasks
--Facilitate development, writing,</td><td>4.1.
Who
Administration

How
-Review of DRTs log of support to targeted teachers.
-Administrative walk-throughs of DRTs working with teachers (either in classrooms, PLCs or planning sessions)</td><td>4.1.
-Tracking of DRTs participation in PLCs.
-Tracking of DRTs interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs.
-Administrator-DRTs meeting to review log and discuss action plan for coach for the upcoming two weeks.</td><td>4.1.
2x per year District Baseline and Mid-Year Testing

During the Grading Period
- Common assessments (pre, post, mid, section, end of unit)</td></tr>
<tr><td>Mathematics Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 59 points to 64 points.</td><td>2012 Current Level of Performance

59 points</td><td>2013 Expected Level of Performance:

64 points</td><td colspan="4"></td></tr>
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				selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the DRTs and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The DRTs trains Math teachers on how to facilitate their own PLC using structured protocols. -Throughout the school year, the DRTs/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. Leadership Team and DRTs -The DRTs meet with the principal/AP to map out a high-level summary plan of action for the school year. -Every month, the DRTs meet with the principal/AP to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
		4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in	4.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers regarding specific skills	4.2 Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) (From District RtI/Problem Solving Facilitators.)

		the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.			
		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%. Math Goal #5: The percentage of students not satisfactory in each subgroup will DECREASE by half over the next 6 years.	% Satisfactory ALL: 47 Black: 27 Hispanic: 45 White: 54 ELL: 40 SWD: 40 Econ. Dis.: 43	% Satisfactory ALL: 52 Black: 34 Hispanic: 51 White: 59 ELL: 46 SWD: 46 Econ. Dis.: 49	% Satisfactory ALL: 57 Black: 39 Hispanic: 56 White: 64 ELL: 52 SWD: 52 Econ. Dis.: 54	% Satisfactory ALL: 62 Black: 44 Hispanic: 62 White: 69 ELL: 57 SWD: 57 Econ. Dis.: 59	% Satisfactory ALL: 67 Black: 49 Hispanic: 67 White: 74 ELL: 62 SWD: 62 Econ. Dis.: 64	% Satisfactory ALL: 72 Black: 54 Hispanic: 72 White: 79 ELL: 67 SWD: 67 Econ. Dis.: 69

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.	
Mathematics Goal #5A: The percentage of White students scoring proficient/satisfact	2012 Current Level of Performance: White: 54% Black: 27% Hispanic: 45%	2013 Expected Level of Performance: White: 59% Black: 34% Hispanic: 51%	See goals 1, 3 & 4				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	

ory on the 2013 FCAT/FAA Math will increase from 54% to 59%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 27% to 34%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 45% to 51%.						
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.		5B.1.	5B.1. See goals 1, 3 & 4	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013	2012 Current Level of Performance: 43%	2013 Expected Level of Performance: 49%				

FCAT/FAA Math will increase from 43% to 49%.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
			Anticipated Barrier	**Strategy**	**Fidelity Check** **Who and how will the fidelity be monitored?**	**Strategy Data Check** **How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.	5C.1 Who -Administration -District Resource Teachers -ESOL Resource Teacher How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each grade, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	5C.1 2x per year District Baseline and Mid-Year Testing During the Grading Period -Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 40% to 45%.	2012 Current Level of Performance: 40%	2013 Expected Level of Performance: 45%					

		5C.2. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons. - ERT models lessons using A+ Rise Strategies for ELLs. - ERT observes content area teachers using A+Rise and provides feedback, coaching and support. - District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise Strategies for ELLs.	5C.2. Who -Administration -District Resource Teachers -ESOL Resource Teacher How -Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each grade, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	5C.2 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
		5C.3 -Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.	5C.3 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: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.3 Who -Administration -ESOL Resource Teacher How -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	5C.3 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core curriculum end of core common unit/ segment tests

		-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.		be used as walk-through forms		
		5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in math through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. Action Steps -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in order to integrate them into the math lessons. -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 math. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/units using targeted CALLA, A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs. -PLCs math teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.	5C.4 Who -Administration -ESOL Resource Teacher -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	5C.4 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each grade, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	5C.4 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			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.	5D.1. Strategy 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.	5D.1. Who Principal, Assistance Principal How IEP Progress Reports reviewed by AP	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 43% to 49%.	2012 Current Level of Performance: 43%	2013 Expected Level of Performance: 49%					
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. Strategy/Task 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. Actions Plan For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards	5D.2. Who -Principal -AP -PLC facilitators How -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, , and/or leadership team.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, and leadership team.

			for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? Plan for the "Do" What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the at least 2_strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD student going to do during the lesson to maximize learning? Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit. 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: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the at least 2 strategies, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the at least 2 strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance?			

			-How do we take what we have learned and apply it to future lessons? Reflect/Check – Analyze Data Discuss one or more of the following: -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? Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/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			

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	**Grade Level/Subject**	**PD Facilitator and/or PLC Leader**	**PD Participants (e.g. , PLC, subject, grade level, or school-wide)**	**Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**
Differentiated Instruction	K-5	Elementary Math Dept.	All Math teachers	On-going	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team

Model Lessons/Classrooms	Grades K-5	Administration DRTs	All Math Teachers (3-5 first)	On-going	Coaching cycle and walkthroughs	Administration Reading Coach
IEP Training	Pk-5	ESE Specialist DRTs	ESE Teachers	On-going	Case Manager	ESE Specialist
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Mathematics Goals

Elementary Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science.			1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1 Strategy Students' science skills will improve through participation in the 5E instructional model. Action Steps -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 Who Principal AP Intermediate Science Contacts (Barnes/Henrichs) PLC Facilitators How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 40% to 45%.	2012 Current Level of Performance: 40% (75)	2013 Expected Level of Performance 45% (69)					
			1.2. -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	1.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it?	1.2 Who -Principal -AP -PLC facilitators How -PLC logs turned into administration/coaches provides feedback -Administrators attended	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, , and/or leadership team.	1.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section,

		Plan-Do-Check-Act "Instructional Unit" log.	3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details Within PLCs: -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate at least 2 times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.	targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.		end of unit)
		1.3 -Teachers are at varying skill levels in using appropriate instructional, scientific and strategies -Administrators are at varying skill levels in using appropriate instructional, scientific strategies	1.3 Strategy Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, scientific processes, laboratory experiences, and uses of technology Action Steps -As a Professional Development activity in their	1.3 Who Principal AP Science Contacts PLC Facilitators How Monitored -Classroom walk-throughs observing this strategy.	1.3 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson	1.3 2x per year District-level baseline and mid-year tests During the Grading Period -Unit assessments

			PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the 5E Instructional Model. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model. -Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.		outcomes and data used to drive future instruction. - For each grade, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 13% to 20%.	2012 Current Level of Performance 13% (24)	2013Expected Level of Performance: 20% (31)	2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 Strategy Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the close reading model (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least at least 2 times per nine weeks. Action Steps Professional Development -The Reading Coach along with the Departmental Leaders/Coach/ conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.	2.1 Who Principal AP Reading Coach How Monitored Administration, Coach, walk-throughs -PLC logs turned into administration. -Administration provides feedback.	Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and pre-EOC administration During the Grading Period -mini-assessments -unit assessments

				-Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. In PLCs -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons. During the lessons, teachers: -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of the text. During the lessons, students: -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity **Please note that each Strategy does not require a professional development or PLC activity.**						
PD Content /Topic and/or PLC Focus	**Grade Level/Subject**	**PD Facilitator and/or PLC Leader**	**PD Participants (e.g. , PLC, subject, grade level, or school-wide)**	**Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**
Technology and Hands-On Activities	Grades 3-5	Science Contacts (Intermediate)	Science Teachers 3-5	On-going in science PLCs 2 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades K-5	Science Contacts (Intermediate)	Science Teachers K-5	On-going in science PLCs 2 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades K-5	Reading Coach	ALL teachers	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** **Who and how will the fidelity be monitored?**	**Strategy Data Check** **How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students Do: -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing Check: Review of daily drafts and scoring monthly demand writes	Who Principal AP Writing Resource Coach District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 84% to 90%.	2012 Current Level of Performance: 84% (140)	2013 Expected Level of Performance: 90% (111)					

				-PLC discussions and analysis of student writing to determine trends and needs Act: -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			
			1.2 -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.2 Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details -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. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.2 Who -Principal -AP -Writing Resource Coach How 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.	1.2 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.	1.2 During the Grading Period Common assessments (pre, post, mid, section, end of unit)

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity **Please note that each Strategy does not require a professional development or PLC activity.**						
PD Content /Topic and/or PLC Focus	**Grade Level/Subject**	**PD Facilitator and/or PLC Leader**	**PD Participants (e.g. , PLC, subject, grade level, or school-wide)**	**Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)**	**Strategy for Follow-up/Monitoring**	**Person or Position Responsible for Monitoring**
Writing Holistic Scoring Training	Grades 2-5	Writing Resource and DRTs	All Writing Teachers 2-5	On-going	PLC logs turned into administration	Principal AP Writing Resource PLC Facilitators
Mode-based Writing Training	Grades 2-5	Writing Resource and DRTs	All Writing Teachers 2-5	On-going	-Administration or Writing Resource walk-throughs -PLC logs turned into administration	Principal AP Writing Resource PLC Facilitators

End of Writing/Language Arts Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. Attendance			1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 Tier 1 The school will establish an attendance committee comprised of Administration, guidance counselor, social worker, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1: 1. The attendance rate will increase from 95% in 2011-2012 to 97% in 2012-2013. 2. The attendance rate will increase from 95% in 2011-2012 to 97% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%	2012 Current Attendance Rate:* 95% 2012 Current Number of Students with Excessive Absences (10 or more) 103 2012 Current Number of Students with Excessive Tardies (10 or more) N/A	2013 Expected Attendance Rate:* 97% 2013 Expected Number of Students with Excessive Absences (10 or more) 93 2013 Expected Number of Students with Excessive Tardies (10 or more) N/A					
			1.2 There is not a strong system to reinforce parents for facilitating improvement in attendance.	1.2 Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance	1.2 Social Worker Guidance Counselor PSLT	1.2 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data

			improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.			

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Tier 1 -Conscious Discipline will be implemented (roll out) to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued	1.1 Who -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of In –School Suspensions 2	2013 Expected Number of In- School Suspensions 0					
3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School 2	2013 Expected Number of Students Suspended In -School 0					

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions		teaching and reinforcement of school expectations and rules. -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.			
	0	0					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	0	0					
			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**
Conscious Discipline	K-5	District Trainer	Various teachers in K-5 (use as models for whole school implementation in 2013	Every 1st Thursday of each month (unless otherwise changed)	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

End of Suspension Goals

Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. Health and Fitness Goal			1.1.	1.1.	1.1	1.1.	1.1.
Health and Fitness Goal #1: During the 2011-2012 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 65% on the Pretest to 75% on the Posttest.	2012 Current Level :* 65% (122)	2013 Expected Level :* 75% (115)	The heat has been a factor. (depending on the time of day that the test is being administered.)	Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	Principal APEI	Classroom walk-throughs Class schedules	Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.
			1.2.	1.2 Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	1.2 H.E.A.R.T. team.	1.2 H.E.A.R.T. team notes/agendas	1.2 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
1. Additional Goal Additional Goal #1:			1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal AP Leadership Team PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey
The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 57% in 2012 to 75% in 2013.	2012 Current Level : 57%	2013 Expected Level : 75%					

		1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 Who Leadership team How Leadership team aggregates the data	1.2 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.2 PLC Survey)

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient/satisfactory performance in reading (Levels 4-9).			A.1.	A.1.	A.1.		
Reading Goal A:	2012 Current Level of Performance:	2013 Expected Level of Performance					
	N/A	N/A					
			A.2.	A.2.	A.2.		
			A.3.	A.3.	A.3.		
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.		
Reading Goal B:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	N/A	N/A					
			B.2.	B.2.	B.2.	B.2.	
			B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
C. Students scoring proficient/satisfactory performance in Listening/Speaking.		1.1.	1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 60% to 65%.	2012 Current Percent of Students Proficient in Listening/Speaking: 60% (62)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check Who and how will the fidelity be monitored?**	**Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?**	**Student Evaluation Tool**
D. Students scoring proficient/satisfactory performance in Reading.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 37% to 43%.	2012 Current Percent of Students Proficient in Reading : 37% (38)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient/satisfactory performance in Writing.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 34%.	2012 Current Percent of Students Proficient in Writing : 28% (29)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			N/A	N/A	N/A	N/A	N/A
Mathematics Goal F: N/A	2012 Current Level of Performance	2013 Expected Level of Performance					
	N/A	N/A					
			F.2.	F.2.	F.2.	F.2.	
			F.3.	F.3.	F.3.	F.3.	

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Mathematics Goal G: **N/A**	2012 Current Level of Performance: **N/A** / 2013 Expected Level of Performance **N/A**					
		G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Science Goal J: **N/A**	2012 Current Level of Performance: **N/A**	2013 Expected Level of Performance: **N/A**					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			**N/A**	**N/A**	**N/A**	**N/A**	On-going writing prompts and assessments
Writing Goal M: **N/A**	2012 Current Level of Performance: **N/A**	2013 Expected Level of Performance: **N/A**					
			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**	**Based on the analysis of school data, identify and define areas in need of improvement:**	**Anticipated Barrier**	**Based on the analysis of school data, identify and define areas in need of improvement:**	**Anticipated Barrier**
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers
	1.2.		1.2.		1.2.
	1.3.		1.3.		1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity **Please note that each Strategy does not require a professional development or PLC activity.**						
PD Content /Topic and/or PLC Focus	**PD Content /Topic and/or PLC Focus**	**PD Content /Topic and/or PLC Focus**	**PD Content /Topic and/or PLC Focus**	**PD Content /Topic and/or PLC Focus**	**PD Content /Topic and/or PLC Focus**	**Person or Position Responsible for Monitoring**
Project-based learning	Grades K-5	Science Contacts	Math and Science Teachers 3-5	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☒ Prevent

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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading (1.1, 1.2, 1.3, 3.1, 3.2) Common Core Reading Across ALL Content Areas	Substitutes will be provided for teachers to be participate in "model classrooms," "coaching cycles," and "shared lessons," to improve student performance	$1,057.00	
Mathematics (1.1, 1.2, 3.1, 3.2, 4.1, 4.2) Use of Technology and Manipulatives to improve instruction	Substitutes will be provided for teachers to be participate in "model classrooms," "coaching cycles," and "shared lessons," to improve student performance	$1,057.00	
Final Amount Spent			