

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Valrico Elementary School	District Name: Hillsborough County
Principal: Mr. Anthony Montoto	Superintendent: Mrs. MaryEllen Elia
SAC Chair: Ms. Linda Kibler	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Anthony Montoto	M.A. in Educ. Leadership, BS, ESOL	2	7	11/12: B 10/11: C, 90% 09/10: F, 79% 08/09: A, 85%
Assistant Principal	Russell Wallace	Certification Educ. Leadership, M.A., BS, ESOL	5	5	11/12: B 10/11: A, 77% AYP 09/10: A, 82% AYP 08/09: A, 92% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mrs. Linda Griffiths	B.S. - Elementary Education	1	7	11/12: Brooker Elem - A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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
74	0	2	43	24	33	100	2	2	57

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start

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Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <p><u>Elementary</u></p> <p>The leadership team includes:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • ESE teacher • Representatives from the OTLs for each grade level, K-5 • SAC Chair • ELP Coordinator • ELL Representative <p>(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)</p>
<p>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?</p> <p>The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to OTLs and facilitate problem solving within the content/grade level teams. <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:</p> <ul style="list-style-type: none"> ○ Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

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- Create, manage and update the school resource map
- **Ensure the master schedule incorporates allocated time for intervention support at all grade levels.**
- Determine scheduling needs, **and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3**
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the OTLs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., **district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys**)
- **Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by OTLs and reported to the Leadership Team/PSLT)**
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of OTLs
- **Review of teacher/OTL core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by OTLs 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 OTLs and reported to the Leadership Team/PSLT)**
- Implementation of research-based scientifically validated instructional strategies and/or interventions. **(as outlined in our SIP)**
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- **On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.**
- **Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with OTLs and Specialty PSLT.**
- Work collaboratively with the OTLs in the implementation of the FCIM (Florida 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 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 OTLs in implementing the proposed strategies by distributing Leadership Team members across the OTLs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the OTLs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.**
- The **Leadership Team/PSLT** and OTLs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - **Use the problem-solving model when analyzing data:**
 1. **What is the problem? (Problem Identification)**
 2. **Why is it occurring? (Problem Analysis and Barrier Identification)**

3. What are we going to do about it? (Action Plan Design and Implementation)

4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

- **Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance**
- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- Develop and target interventions based on confirmed hypotheses.
- **Identify** appropriate progress monitoring assessments to be administered at **regular** intervals matched to the intensity of **the level of instructional/intervention support provided.**
- **Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and 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 OTL develops OTL 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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, OTLs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, OTLs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series Data Wall OTL Logs	Leadership Team, OTLs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach Teacher Reading OTL Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers’ common core curriculum assessments on units of instruction/big ideas.	Ed-Line OTL Database	Individual Teachers/ Team Leaders/ OTL Facilitators

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	OTL Logs	
DRA-2	School Generated Excel Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base OTL/Department data base	Individual Teachers/OTLs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/OTLs/Individual Teachers

Describe the plan to train staff on MTSS.

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

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

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

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

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teachers’ knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area OTL action plans.	1.1. Who Principal AP Instruction Coaches Subject Area Leaders OTL facilitators of like grades and/or like courses How OTL Logs OTLs turn their logs into administration and/or coach after a unit of instruction is complete. Administration and coach rotate through OTLs looking for complex text discussion. Administration shares the positive outcomes observed in OTL meetings on a monthly basis.	1.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students’ progress towards their OTL and/or individual SMART Goal. OTL Level Using the individual teacher data, OTLs calculate the SMART goal data across all classes/courses. OTLs reflect on lesson outcomes and data used to drive future instruction. For each class/course, OTLs chart their overall progress towards the SMART Goal. Leadership Team Level OTL 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)
<u>Reading Goal #1:</u> In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 62% to 100%.	<u>2012 Current Level of Performance:*</u> 62	<u>2013 Expected Level of Performance:*</u> 100					

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		<p>1.2. Teachers' knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p>	<p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> 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. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area OTL action plans.</p>	<p>1.2. <u>Who</u> Principal AP Instruction Coaches Subject Area Leaders <u>How</u> OTL Logs OTLs turn their logs into administration and/or coach after a unit of instruction is complete. OTLs 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.</p>	<p>1.2. <u>Teacher Level</u> Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/OTL SMART Goal <u>OTL Level</u> Using the individual teacher data, OTLs calculate the SMART goal data across all classes/courses. OTLs reflect on lesson outcomes and data used to drive future instruction. For each class/course, OTLs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> OTL facilitator shares SMART Goal data with the Problem Solving Leadership Team. Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>
		<p>1.3. Teachers' knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to <u>design</u> and <u>deliver</u> a <u>close reading</u> lesson.</p>	<p>1.3. <u>Who</u> Principal AP Instruction Coaches Subject Area Leaders OTL facilitators of like</p>	<p>1.3. <u>Teacher Level</u> Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers maintain their</p>	<p>1.3. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre,</p>

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		13.	<p>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. All content area teachers are responsible for implementation.</p> <p>Action Steps Action steps for this strategy are outlined on grade level/content area OTL action plans.</p>	<p>grades and/or like courses</p> <p><u>How</u> OTL Logs OTLs turn their logs into administration and/or coach after a unit of instruction is complete. OTLs receive feedback on their logs. Administration shares the positive outcomes observed in OTL meetings on a monthly basis. 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.</p>	<p>assessments in the on-line grading system. Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/OTL SMART Goal.</p> <p><u>OTL Level</u> Using the individual teacher data, OTLs calculate the SMART goal data across all classes/courses. OTLs reflect on lesson outcomes and data used to drive future instruction. For each class/course, OTLs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> OTL shares SMART Goal data with the Problem Solving Leadership Team. Data is used to drive teacher support and student supplemental instruction.</p>	<p>post, mid, section, end of unit, intervention checks)</p>
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
In grades 3-5, the percentage students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 36% to 100%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<u>SEE GOAL #1</u>			
	36	100				
		2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.		3.1.	3.1.	3.1.	3.1.	3.1.
Reading Goal #3: In grades 3-5, the percentage of students making learning gains on the 2013 FCAT Reading will increase from 65% to 100%.	2012 Current Level of Performance: * 65	2013 Expected Level of Performance: * 100	SEE GOAL #1			
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4: In grades 3-5, the percentage of students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 66% to 100%.	2012 Current Level of Performance: * 66	2013 Expected Level of Performance: * 100	SEE GOAL #1			
		4.2.	4.2.	4.2.	4.2.	4.2.

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		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
<u>Reading Goal #5:</u> Pending						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u> The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from pending% to 100%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from pending% to 100%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	SEE GOAL #1			
	White: p Black: p Hispanic: p Asian: p American Indian: p	White: p Black: p Hispanic: p Asian: p American Indian: p				
		5A.2.	5A.2	5A.2	5A.2	5A.2
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Reading Goal #5B:</u> In grades 3-5, 100%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	SEE GOAL #1			

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Economically Disadvantaged students will score a Level 3 or above on the 2013 FCAT Reading	(P)	100					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from pending% to 100%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	SEE GOAL #1				
		100					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: The percentage of SWD	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from pending% to 100%.		100		SEE GOAL #1			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Formative Assessments	All Grades	Content Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Non-Fiction Writing Strategies	All Grades	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning	All Grades	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1 Lack of infrastructure to support technology hardware Lack of technology hardware Teachers at varying understanding of the intent of the CCSS	1.1 Strategy Students' math achievements improve 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 OTLs 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 OTL action plans.	1.1 Who Principal AP Teachers Team Leaders How Monitored OTLs turn their logs into administration and/or coach after a unit of instruction is complete. OTLs receive feedback on their logs. Classroom walk-throughs observing this strategy. Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 OTLs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. OTL facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> 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 62% to 100%.	2012 Current Level of Performance:* 62	2013 Expected Level of Performance:* 100					
			1.2. Teachers are at varying skill levels with higher order questioning techniques. OTL meetings need to focus on identifying and writing higher order questions to deliver during the lessons. Finding time to conduct Webb's Depth	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	1.2 Who Principal AP Teacher Team Leader How Monitored OTLs turn their logs into administration and/or coach after a unit of instruction is complete. OTLs receive feedback on their	1.2 OTLs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. OTL facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review	1.2 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)

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		<p>of Knowledge walk-throughs is sometimes challenging.</p>	<p>arrive at new understandings of complex material.</p> <p><u>Actions/Details</u> <u>Within OTLs</u> Teachers work to improve upon both 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.</p> <p><u>In the classroom</u> <u>During the lessons, teachers:</u> 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.</p>	<p>Logs. Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>assessment data for positive trends.</p>	
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		<p>Provide students with wait time.</p> <p>Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <p>Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>Encourage discussion by using open-ended questions.</p> <p>Ask questions with multiple correct answers or multiple approaches.</p> <p>Scaffold questions to help students with incorrect answers.</p> <p>Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>The OTL member/administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel.</p> <p>Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through</p>			
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			tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 30% to 100%.	2012 Current Level of Performance:* 30	2013 Expected Level of Performance:* 100	SEE GOAL #1			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 71 points to 100 points.	2012 Current Level of Performance:* 71	2013 Expected Level of Performance:* 100	SEE GOAL #1			
		3.2.	3.2.	3.2.	3.2.	3.2.

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		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 51 points to 100 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	SEE GOAL #1			
	51	100				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
Math Goal #5: Pending						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics		5A.1. White: Black:	5A.1.	5A.1.	5A.1.	5A.1.

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<p>Mathematics Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from pending% to 100%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from pending% to 100%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>Hispanic: Asian: American Indian:</p>					
	<p>White: p Black: p Hispanic: p Asian: p American Indian: p</p>	<p>White: p Black: p Hispanic: p Asian: p American Indian: p</p>						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
<p>Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from pending% to 100%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>						
	<p>(p)</p>	<p>100</p>						
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from pending% to 100%.	2012 Current Level of Performance:* (p)	2013 Expected Level of Performance:* 100						
				5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
				5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from pending% to 100%.	2012 Current Level of Performance:* (p)	2013 Expected Level of Performance:* 100						
				5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
				5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Elementary or Middle School Mathematics Goals

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

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

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

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End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Formative Assessments	All Grades	Content Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Non-Fiction Writing Strategies	All Grades	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1 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 OTLs for like courses.	1.1 <u>Strategy</u> Students' science skills will improve through participation in the <u>5E instructional model</u> . <u>Action Steps</u> Teachers will attend District Science training and share 5 E Instructional Model information with their OTLs. OTLs write SMART goals based for units of instruction. As a Professional Development activity in their OTLs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. OTL 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 OTLs. Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 <u>Who</u> Principal APC Teachers Team Leaders <u>How Monitored</u> Classroom walk-throughs observing this strategy.	1.1 <u>Teacher Level</u> Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their OTL and/or individual SMART Goal. <u>OTL Level</u> Using the individual teacher data, OTLs calculate the SMART goal data across all classes/courses. OTLs reflect on lesson outcomes and data used to drive future instruction. For each class/course, OTLs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> OTL facilitator shares SMART Goal data with the Problem Solving Leadership Team. Data is used to drive teacher support and student supplemental instruction.	1.1 <u>2x per year</u> District-level baseline and mid-year tests Semester Exams <u>During the Grading Period</u> 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 48% to 100%.	<u>2012 Current Level of Performance:*</u> 48	<u>2013 Expected Level of Performance:*</u> 100					
			1.2. OTLs struggle with how to structure curriculum conversations and data	1.2. <u>Strategy</u> Student achievement improves through teachers	1.2 <u>Who</u> Principal	1.2. School has a system for OTLs to record and report during-the-grading period SMART goal	1.2. <u>2x per year</u> District Baseline and Mid-Year Testing

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		<p>analysis to deepen their learning. To address this barrier, this year OTLs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the <u>Plan-Do-Check-Act model</u> to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 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? <p><u>Actions/Details</u> <u>Within OTLs:</u> OTLs will use a OTL 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 OTLs collaborate monthly for curriculum planning, reflection, and data analysis.) Working with the core curriculum, within grade level OTLs 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.</p>	<p>AP Teachers OTL facilitators <u>How</u> OTL logs turned into administration/coaches provides feedback Administrators attended targeted OTL meetings Progress of OTLs discussed at Leadership Team Administration shares the data of OTL visits with staff on a monthly basis.</p>	<p>outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
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			<p>Reflect on the outcome of lessons taught</p> <p>Analyze checks for understanding and core curriculum assessments.</p> <p>Act on the core curriculum data by planning interventions for the whole class or small group.</p> <p>OTLs will generate SMART goals for upcoming units of instruction.</p> <p>OTLs will report SMART goal data through their logs.</p> <p>As a Science Department OTL, share action plan successes and challenges of the grade levels courses.</p> <p>OTLs will adjust action plans based on teacher/coach walk-through data, OTL collaboration, and student data.</p>			
		<p>1.3</p> <p>Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p>Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.3</p> <p>Strategy</p> <p>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 (animations, probeware, digital microscopy).</p> <p>Action Steps</p> <p>As a Professional Development activity in their OTLs, teachers spend time sharing, researching, teaching, and modeling</p>	<p>1.3</p> <p>Who</p> <p>Principal AP Teachers Team Leaders</p> <p>How Monitored</p> <p>Classroom walk-throughs observing this strategy.</p>	<p>1.3</p> <p>Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the on-line grading system data to calculate their students' progress towards their OTL and/or individual SMART Goal.</p> <p>OTL Level</p> <p>Using the individual teacher data, OTLs calculate the SMART goal data across all classes/courses.</p> <p>OTLs reflect on lesson outcomes and data used to drive future instruction.</p> <p>For each class/course, OTLs chart their overall progress towards the SMART Goal.</p> <p>Leadership Team Level</p> <p>OTL facilitator shares SMART</p>	<p>1.3</p> <p><u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>Unit assessments</p>

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		<p>technology and hands-on strategies. Within OTLs, 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 OTL log. Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).</p>		<p>Goal data with the Problem Solving Leadership Team. Data is used to drive teacher support and student supplemental instruction.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 18% to 100%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	SEE GOAL #1			
	18	100				
		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
Common Formative Assessments	All Grades	Content Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Non-Fiction Writing Strategies	All Grades	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

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. Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 91% to 100%.			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, OTLs 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 OTLs 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	Who Principal AP Teachers Team Leaders District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored OTL 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
2012 Current Level of Performance: *	2013 Expected Level of Performance: *	91					

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				<p><u>Check:</u> Review of daily drafts and scoring monthly demand writes OTL discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u> 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)</p>			
			<p>1.2 OTLs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year OTLs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.2 <u>Strategy</u> 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?</p>	<p>1.2 <u>Who</u> Principal AP Team Leaders OTL facilitators of like grades and/or like courses <u>How</u> OTL turn their logs into administration and/or coach after a unit of instruction is complete. OTLs receive feedback on their logs. Administrators and</p>	<p>1.2 School has a system for OTLs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>1.2 <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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			<p>3. How will we respond if they don't learn?</p> <p>4. How will we respond if they already know it?</p> <p>Actions/Details Grade level/like-course OTLs 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 OTL action plans.</p>	<p>coaches attend targeted OTL meetings Progress of OTLs discussed at Leadership Team Administration shares the data of OTL visits with staff on a monthly basis.</p>		

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
Common Formative Assessments	All Grades	Content Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Non-Fiction Writing Strategies	All Grades	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going OTLs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1. No system is utilized to easily identify students with significant number of tardies and how much instructional time is lost.	1. School will use EASI online attendance to sign students in and out and will print the report of students with excessive sign-ins and sign-outs every week.	1. Attendance Committee will review the interventions implemented for students with excessive sign-ins and outs.	1. Reports from EASI sign in system will be analyzed to determine if the problem is improving and which students should be targeted.	1. Reports on Demand excessive sign-in report Calculation of days missed into instructional time lost.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. The attendance rate will stay at 96% in 2012-2013.	96.2%	96.3%					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	290	260					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	192	172					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.			2. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	2. An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, etc.) communicate with the family to create an Attendance Improvement Plan.	2. Social Worker Other PSLT members as needed will monitor the targeted students who have 10 or more unexcused absences.	2. Social Worker/PSLT review data monthly on Tier 3 students	2. Instructional Planning Tool Attendance/Tardy data

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

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Attendance Improvement Training	K-12	Administration	School-wide	September or when available	Monthly review of implementation of strategies such as attendance interventions and documentation on applicable forms by attendance team.	Administration

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 <u>Tier 1</u> Core Essentials will be implemented 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 teaching and reinforcement of school expectations and rules. Leadership team conducts walkthroughs using a behavioral walk-through form (generated by the district RtI facilitators).	1.1 <u>Who</u> 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:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
Maintain or incredibly low rates of suspensions.	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8	8					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					

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	5	5		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.			
			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
Core Essentials	All Grades	Dora Garcia	All School Staff	Daily	Review of Behavior Data during OTL	Administration

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.

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Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*										
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*										
								1.2.	1.2.	1.2.	1.2.	1.2.
								1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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Goal NOT required because of school grade	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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* 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			Health and physical activity initiatives developed and implemented by the Principal's designee. Classroom walk-throughs Class schedules	Principal's designee. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from pending% on the Pretest to 100% on the Posttest	2012 Current Level :*	3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.					
	(p)		100				
				1.2.	1.2.	1.2.	1.2.
			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)).

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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. Continuous Improvement Goal			1.1	1.1	1.1	1.1	1.1
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree or somewhat agree with the indicator that Governance and Leadership will increase from 87.3% in 2011 to 100% in 2012.	2012 Current Level :*	2013 Expected Level :*	There is still confusion on how to conduct OTLs 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 OTLs and/or arriving on time to meetings. Teachers asking for more OTL collaboration time. Possibility of waiver will be explored.	The leadership team will become trained on the use of the OTL “Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or OTL facilitators will guide their OTLs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on OTL logs that are reviewed by the Leadership Team.	Who Principal Leadership Team OTL facilitators	1.1 “Quick” OTL 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 OTLs. The data will provide direction for future OTL training.	1.1 OTL Survey materials
	87	100					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

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End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 25%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	SEE READING GOAL				
	75	100					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 67%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	SEE READING GOAL				
	33	100					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 59% to 100%.	2012 Current Percent of Students Proficient in Listening/Speaking: 59	1.1.	1.1.	1.1.	1.1.	1.1.
			SEE READING GOAL			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 37% to 100%.	2012 Current Percent of Students Proficient in Reading : 37	2.1.	2.1.	2.1.	2.1.	2.1.
			SEE READING GOAL			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 18% to 100%.	2012 Current Percent of Students Proficient in Writing :	SEE WRITING GOAL				
	18					
	2.2.					
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).		F.1.	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 25%.	2012 Current Level of Performance:*	SEE MATH GOAL						
	2013 Expected Level of Performance:*						75	100
	F.2.						F.2.	F.2.
		F.3.	F.3.	F.3.	F.3.	F.3.		

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 67%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	SEE MATH GOAL				
	33	100					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

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

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: The percentage of students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

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scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 91%.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.		SEE SCIENCE GOAL			
	9	100	J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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

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L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 67%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		SEE WRITING GOAL			
	33	100					
			M.2.		M.2.	M.2.	M.2.
			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				
	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 the analysis of school data, identify and define areas in need of improvement:					
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	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 OTL or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	All Grades	SALs	Science, math, ELA and technology teachers OTLs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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 CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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