

2012-2013

School Improvement Plan (SIP)-Form SIP-1

Florida Department of Education

Differentiated Accountability



Helen A. Davis Elementary School

Revised July 20, 2011

2012-2013

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2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name: Helen A. Davis Elementary School	District Name: Hillsborough
Principal: Patrick LaLone	Superintendent: MaryEllen Elia
SAC Chair: Janet Bowman	Date of School Board Approval: Pending school board approval

Student Achievement Data

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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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data for the principal. Add more rows if needed.

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Patrick LaLone	Ed. S. – Educational Leadership M.S. – Special Education B.S. – Special Education/ Certifications: Educational Leadership, Emotionally Handicapped, Mentally Handicapped	1	5	11/12: F 10/11: 82% AYP - Ungraded 09/10: 92% AYP - Ungraded 08/09: 79% AYP - Ungraded
Assist. Principal	Melissa Babanats	Ed.S., School Guidance and Mental Health Counseling, M.Ed., School Guidance and Mental Health Counseling, B.A., Elementary Education, Certifications: School Guidance and Counseling, Ed. Leadership	8	4	11-12:C 10-11: B 72% AYP 09-10: B 87% AYP 08-09: B 82% AYP

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Assist. Principal	Carmine Alfano, ESE Admin.	M.A., Educational Leadership, B.A., Education P.E., Certifications: Physical Education (K-8) and Ed. Leadership	8	8	11-12:C 10-11: B 72% AYP 09-10: B 87% AYP 08-09: B 82% AYP 07-08: B 77% AYP
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Highly Qualified Instructional Coaches

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Cristina Brescia	BA Elementary Education, Certification: Elementary Education (K-6), ESOL Endorsement	7	0	First Year as Reading Coach at Davis

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)
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1. Teacher Interview Day	District staff	June	
2. Recruitment Fairs	District staff	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. School-based teacher recognition system	Principal	ongoing	
7. Opportunities for teacher leadership	Principal	ongoing	
8. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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11 Teachers	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none">• Preparing and taking the certification exam• Completing classes need for certification/endorsement• Provide substitute coverage for the teachers to observe other teachers• Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none">• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none">• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
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Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

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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
75	5% (4)	20% (15)	55% (41)	20% (15)	36% (27)	97% (73)	4% (3)	4% (3)	69% (52)

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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Amy Evans	Karla Arguello Kaitlin Bouchard Persephonie Valdez Jessica Bowman Surisbel Fuentes	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Eleanor Evins	Karla Arguello	Ms. Evins has over 9 years of teaching experience.	Bi-weekly co-planning in PLCs.
Krista McFarlin	Surisbel Fuentes	Ms. McFarlin has over 12 years of teaching experience.	Bi-weekly co-planning in PLCs.
Monisha Flanigan (school-based mentor)	Persephonie Valdez Jessica Bowman Kaitlin Bouchard	Mrs. Flanigan has over 5 years experience and the PLC Facilitator for the first grade.	Bi-weekly co-planning in PLCs.

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Cristina Brescia (school- based mentor)	Karla Arguello Kaitlin Bouchard Persephonie Valdez Jessica Bowman Surisbel Fuentes	Ms. Brescia is the school's reading coach.	On- going co- planning, modeling of lessons and observation with feedback.
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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 1, Part A

Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

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<p>Title I, Part C- Migrant</p> <p>The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p>Title I, Part D</p> <p>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II</p> <p>The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.</p>
<p>Title III</p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>
<p>Title X- Homeless</p> <p>The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>

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Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

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School-Based MTSS/RtI Team

Identify the school-based *MTSS* Leadership Team.

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Elementary

The leadership team includes:

- Principal
- Assistant Principal (ELP Coordinator)
- Guidance Counselor
- School Psychologist
- Social Worker (Attendance Committee Representative)
- Reading Coach (other specialists on an ad hoc basis)
- ESE teacher
- Representatives from the PLCs for each grade level, K-5
- ELL Representative
- Behavior Specialist

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

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

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Elementary/Middle/High

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The purpose of the core Leadership Team is to:

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

The Leadership team meets regularly weekly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- 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/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

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- 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 PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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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?

Elementary/Middle/High

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

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

MTSS Implementation

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

Elementary Middle/High

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

Editor Note: In your response, be more specific than the example below regarding the data sources (assessments/checks for understanding) your school is using. Don't forget to emphasize core curriculum school-based assessments/checks for understanding that you are collecting/analyzing outside of the mandated state and district assessments. True on-going progress monitoring includes using the results of the core curriculum to guide interventions.

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, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability KRT, FLKRS	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers

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<p>Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science</p> <p>Formative, Chapter Tests, District Writing Prompts, EOC and EOY Assessments</p>	<p>Scantron Achievement Series</p> <p>Data Wall</p> <p>PLC Logs</p>	<p>Leadership Team, PLCs, individual teachers</p>
<p>FAIR</p>	<p>Progress Monitoring and Reporting Network</p> <p>Data Wall</p>	<p>Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator</p>
<p>CELLA</p>	<p>Sagebrush (IPT)</p>	<p>ELL PSLT Representative</p>
<p>Teachers' common core curriculum assessments on units of instruction/big ideas.</p> <p>ThinkLink Assessments</p>	<p>Ed-Line</p> <p>PLC Database</p> <p>PLC logs</p>	<p>Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member</p>
<p>DRA-2</p>	<p>School Generated Excel Database</p>	<p>Individual Teacher</p>
<p>Reports on Demand/Crystal Reports</p>	<p>District Generated Database</p>	<p>Leadership Team/Specialty PSLT</p>
<p>Supplemental/Intensive Instruction (Tiers 2 and 3)</p>		
<p>Data Source</p>	<p>Database</p>	<p>Person (s) Responsible for Monitoring</p>

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Extended Learning Program (ELP)* (see below) 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 PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses (Middle/High)	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

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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/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Editor Note: *This is a new question from the state.*

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

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

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

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

- Principal
- 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

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

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

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and 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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In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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<p>READING GOALS</p>				
<p>1. Students achieving proficiency (FCAT Level 3 or above) in reading</p> <p><u>Reading Goal #1:</u></p>				
<p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Reading will increase from 56% to 59%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>58%</p>	<p>62%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				

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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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<p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>-Not all teachers of the same grade level utilize common curriculum calendars</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Teachers/Teams at varying levels of implementation of designated instructional block.</p> <p>-Large ESE population at Davis.</p>	<p>1.1</p> <p><u>Strategy</u></p> <p>This reading strategy crosses all content areas. —</p> <p>Students’ comprehension of course content/standards increases through teacher’s use of data to form instructional goals. Specifically, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Planning/PLCs Before the Lesson</u></p> <ol style="list-style-type: none"> 1. PLC’s will meet to disaggregate grade level data. 2. PLC’s will coordinate curriculum calendars and create objectives for planning. PLCs identify the essential skills and learning targets for the upcoming instruction. PLCs answer the question, “What do we want students to learn?” (EET Rubric 1e, 4d) 3. Teachers agree upon evaluation data used to determine proficiency of curriculum areas. PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?” Specifically, PLCs reflect on the following questions: <p><i>-How will the assessment match the intended essential learning and learning targets?(EET Rubric 1f)</i></p> <p><i>--Are we going to use an assessment from our adopted content materials?</i></p>	<p><u>Who</u></p> <ul style="list-style-type: none"> -Principal -AP/ESE Administrator -Reading Coach -Team Leaders <p><u>How</u></p> <ul style="list-style-type: none"> -PLC notes completed on Davis Internal -Common Planning Calendars for grade levels -Evidence of strategies in teachers’ lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -Monitoring data will be reviewed every nine weeks by administrators. 	<p><u>Teacher Level</u></p> <ul style="list-style-type: none"> -Teachers record data using the on-line grading system or data gathering document to determine their students’ progress towards the Instructional Goal developed in their PLC. <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -Using the individual teacher’s data, PLCs determine student placement for re-teaching instructional block. - For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership Team. 	<p><u>3x per year</u></p> <ul style="list-style-type: none"> - FAIR <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> - Common assessments -Running Records -DRA 2
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	<p><i>(EET Rubric 1f, 4d).</i></p> <p>4. PLCs write the Essential Question for Reading, Math and Science for instruction.</p> <p><i>(EET Rubric 1c, 4d)</i></p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>5. PLC teachers instruct students using the core curriculum as determined by PLC calendars, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material. Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>7. Based on common assessments (FAIR, DRA2 or other measure), teachers discuss grouping students for differentiated instruction, re-teaching and extension if necessary.</p> <p>8. Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d)</p> <p>9. Based on the data, teachers:</p> <p>a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to be re-taught to targeted students.</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p><u>Ideas for K-2</u></p> <p>Teachers in grades K-2 will administer a Running Record, DRA2, or KRT (for Kindergarten only) for each student. Teachers will record information on Davis Benchmark gathering sheets to discuss with PLCs and administrators.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
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	<p>(EET Rubric 1b and 1c)</p> <p>10. Teachers provide different groups of students instruction based upon their needs (remediation or enrichment).</p> <p>11. PLCs record their work using on-line form on Davis Internal.</p> <p><u>Whole Faculty</u></p> <p>-Throughout the school year, teachers participate in faculty Book Study <u>Teach Like a Champion</u> where teachers discuss and review effective C-CIM and DI strategies.</p>			

<p>2. Students achieving above proficiency (FCAT Levels 4 or 5) in reading</p> <p><u>Reading Goal #2:</u></p>				
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In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 30% to 33%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		
	30%	33%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p>2.1.</p> <p>- Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>2.1</p> <p><u>Strategy</u></p> <p>This reading strategy crosses all content areas.</p> <p>Students’ comprehension of course content/standards increases through participation in higher order thinking questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p>-The Reading Coach and Intermediate Reading Teacher contact will provide support in higher order strategies during the first and second semester using strategies from “Teach Like a Champion” and Reciprocal Teaching books. (EET 4d, 4e)</p> <p>—</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p>—</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p>	<p>—</p> <p><u>Teacher Level</u></p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students’ progress towards the Instructional Goal developed in their PLC.</p> <p>—</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher’s data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership</p>	<p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments</p> <p>-Running Records</p> <p>-DRA 2</p>
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	<p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <ul style="list-style-type: none"> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e) -Teacher encourages students to formulate high-level questions and ensure that all voices are heard. (EET Rubric 3b) -At the end of the unit, teachers administer the common assessment. <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <ul style="list-style-type: none"> -Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, teachers review the strategies that were taught using higher order questioning to determine success and modify as needed. (EET 1c, 1f, 4a, 4d, 4e) _ 	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>Team.</p> <p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p>—</p> <p>—</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> <p>—</p> <p>—</p>	

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

3. Percentage of students making Learning Gains in reading				
<u>Reading Goal #3:</u>				
In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Reading will increase from 69% to 71%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		
	69%	71%		
Problem-Solving Process to Increase Student Achievement				

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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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<p>3.1</p> <p>Not all teachers of the same grade level utilize common curriculum calendars</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Teachers/Teams at varying levels of implementation of designated instructional block.</p>	<p>This reading strategy crosses all content areas.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participating in lessons where teachers consistently follow the Gradual Release lesson delivery model such as:</p> <p>--Direct instruction, modeled instruction, guided practice, and independent practice.</p> <p>--I do, we do, you do</p> <p>(EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Teacher PD</u></p> <p>-Reading Coach and key teacher leaders provide school-based individualized professional development (as needed) regarding gradual release format. (EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><u>Planning/PLCs before the Lessons</u></p> <p>In PLCs, teachers will discuss and plan strategies and activities for guided practice portion of gradual release.--Discuss specific strategies for involving students in active participation in learning such as:</p> <p>*Manipulatives</p> <p>*Accountable Talk</p> <p>--Discuss and plan ways to increase student practice and discussion of skills learned in the lesson. (instead of lesson being teacher centered)</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p>	<p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson effectiveness.</p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students' progress towards the Instructional Goal developed in their PLC.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher's data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p>- Data is used to identify effective activities in future lessons.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership</p>	<p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments</p> <p>-Running Records</p> <p>-DRA 2</p>
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	<p>(EET Rubric: 1a, 1b, 4d)</p> <p>Do/Check</p> <p><u>Teacher Actions in the Classroom</u></p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric: 3a, 3c, 3e)</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, effective gradual release strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) _</p> <p>—</p> <p><u>Administrators/Leadership Team</u></p> <p>-Classroom coverage is provided for teachers to peer coach.</p> <p>(EET 4e)</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> <p>—</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> <p>—</p> <p>—</p> <p>—</p>	<p>Team.</p> <p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p>—</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> <p>—</p> <p>—</p> <p>—</p>	
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<p>4. Percentage of students in Lowest 25% making learning gains in reading</p> <p><u>Reading Goal #4:</u></p>				
<p>In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Reading will increase from 66% to 69%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>66%</p>	<p>69%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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4.1	4.1	4.1	4.1	4.1
See goals 1, 2, 3				
4.2.	4.2.	4.2.	4.2.	4.2.
4.3	4.3.	4.3.	4.3.	4.3.
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.				

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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 66% to 68%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 57% to 60%.</p>				
	<p>White: 66%</p> <p>Black: 57%</p> <p>Hispanic: 55%</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>White: 68%</p> <p>Black: 60%</p> <p>Hispanic: 60%</p> <p>Asian: NA</p> <p>American Indian: NA</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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	See goals 1, 2, 3			
5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
5B. Economically Disadvantaged students not making satisfactory progress in reading.				
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>		<u>2013 Expected Level of Performance:*</u>	
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 56% to 60%.				
	56%	60%		
Problem-Solving Process to Increase Student Achievement				

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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B.1.	5B.1. See goals 1, 2, 3	5B.1.	5B.1.	5B.1.
5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
5C. English Language Learners (ELL) not making satisfactory progress in reading.				
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 45% to 49%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		

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	45%	49%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
	See goals 1, 2, 3			
5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading				
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 39% to 45%.	<u>2012 Current Level of Performance:*</u> 39%	<u>2013 Expected Level of Performance:*</u> 45%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D.1.	5D.1. See goals 1, 2, 3	5D.1.	5D.1.	5D.1.

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5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Data disaggregation of previous assessment results and current students	K-5	PLC Facilitator and Team	School-wide	Initial SIP Data Meeting PLC's: On-going	Notes of meetings	Administration Team Instructional Coaches PLC Facilitators
Identification of curriculum objectives, essential questions, common assessments	K-5	PLC Facilitator and Team	School-wide	PLCs: On-going	Classroom walk-throughs	Teachers Administration Team Instructional Coaches
Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.	K-5	Admin Team and Mrs. Guadalupe	School-wide	Faculty Meeting, Pre-Inservice Meeting, PLCs	Four Meetings during the year to share implementation ideas, Peer Share	PLC Facilitators Administration Team PLCs

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Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	Subscription to assist teachers with planning and assist students with targeted instruction	Title I	\$4,688.25
Think-Link	Subscription to assist teachers with planning and assist students with targeted instruction	Title I	\$2850.00
Easy CBM	Subscription to assist teachers with planning and assist students with targeted instruction and the RTI process	Title I	\$267
Subtotal:\$7,805.25			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental instruction	Teacher units to support supplemental instruction	ELP and Title I	\$15,000
Behavior Specialist, Resource Teacher, Additional .2 Art, Asst. Teacher	Teacher units to support supplemental instruction, PLC's and CIM	Title I	\$121,887.92
	Teacher unit to support supplemental instruction in primary grades	Title I and ESE	\$64,507.92

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Subtotal:\$ 201,395.84			
Total:\$209,201.09			

End of Reading Goals

Mathematics Goals

Goal 1 – Elementary and Middle using FCAT Math Data

1. Students achieving proficiency (Level 3 or above) in mathematics				
<u>Mathematics Goal #1:</u>				
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Math will increase from 46% to 49%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		

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	46%	49%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Anticipated Barrier

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<p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>-Not all teachers of the same grade level utilize common curriculum calendars</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Teachers/Teams at varying levels of implementation of designated instructional block.</p> <p>-Large ESE population at Davis.</p>	<p>1.1</p> <p><u>Strategy</u></p> <p>This strategy crosses all content areas. —</p> <p>Students’ comprehension of course content/standards increases through teacher’s use of data to form instructional goals. Specifically, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>—</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>—</p> <p>4. 1. PLC’s will meet to disaggregate grade level data.</p> <p>2. PLC’s will coordinate curriculum calendars and create objectives for planning. PLCs identify the essential skills and learning targets for the upcoming instruction. PLCs answer the question, “What do we want students to learn?” (EET Rubric 1e, 4d)</p> <p>5.</p> <p>6. 3. Teachers agree upon evaluation data used to determine proficiency of curriculum areas. PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?” Specifically, PLCs reflect on the following questions:</p> <p>-How will the assessment match the intended essential learning and learning targets?(EET Rubric 1f)</p> <p>--Are we going to use an assessment from our adopted content materials?</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p>—</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p>	<p><u>Teacher Level</u></p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students’ progress towards the Instructional Goal developed in their PLC.</p> <p>—</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher’s data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership Team.</p>	<p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>-Not all teachers of the same grade level utilize common curriculum calendars</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Teachers/Teams at varying levels of implementation of designated instructional block.</p> <p>-Large ESE population at Davis.</p>
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	<p>(EET Rubric 1f, 4d).</p> <p>4. PLCs write the Essential Question for Reading, Math and Science for instruction. (EET Rubric 1c, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>5. PLC teachers instruct students using the core curriculum as determined by PLC calendars, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material. Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>7. Based on common assessments (Chapter tests or other measure), teachers discuss grouping students for differentiated instruction, re-teaching and extension if necessary.</p> <p>8. Based on the data, teachers discuss Differentiated Instructional strategies that were effective. (EET Rubric 4a, 4d)</p> <p>9. Based on the data, teachers:</p> <p>a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to be re-taught to targeted students.</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p>Ideas for K-2</p> <p>Teachers in grades K-2 will administer a Running Record, DRA2, or KRT (for Kindergarten only) for each student. Teachers will record information on Davis Benchmark gathering sheets to discuss with PLCs and administrators.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
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	<p>(EET Rubric 1b and 1c)</p> <p>10. Teachers provide different groups of students instruction based upon their needs (remediation or enrichment).</p> <p>11. PLCs record their work using on-line form on Davis Internal.</p> <p><u>Whole Faculty</u></p> <p>-Throughout the school year, teachers participate in faculty Book Study <u>Teach Like a Champion</u> where teachers discuss and review effective C-CIM and DI strategies.</p>			
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Goal 2 – Elementary and Middle using FCAT Math Data

<p>2. Students achieving above proficiency (Levels 4 or 5) in mathematics</p>				
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<u>Mathematics Goal #2:</u>				
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Math will increase from 22% to 25%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		
	22%	25%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p>2.1.</p> <p>- Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>2.1</p> <p><u>Strategy</u></p> <p>This strategy crosses all content areas.</p> <p>Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p>-The Reading Coach and Intermediate Reading Teacher contact will provide support in higher order strategies during the first and second semester using strategies from "Teach Like a Champion" and Reciprocal Teaching books. (EET 4d, 4e)</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p>	<p><u>Teacher Level</u></p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students' progress towards the Instructional Goal developed in their PLC.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher's data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership</p>	<p><u>Formative Assessments</u></p> <p><u>During the Grading Period</u></p> <p>- Common assessments – Chapter Tests</p>
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	<p><u>Teachers in the Classroom</u></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>-During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)</p> <p>-Teacher encourages students to formulate high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, teachers review the strategies that were taught using higher order questioning to determine success and modify as needed. (EET 1c, 1f, 4a, 4d, 4e)</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>Team.</p> <p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p>-</p> <p>-</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p> <p>-</p> <p>-</p>	

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

Goal 3 – Elementary and Middle using FCAT Math Data

<p>3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade)</p> <p><u>Mathematics Goal #3:</u></p>				
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<p>In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 61% to 64%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>61%</p>	<p>64%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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<p>3.1</p> <p>Not all teachers of the same grade level utilize common curriculum calendars</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Teachers/Teams at varying levels of implementation of designated instructional block.</p>	<p>This strategy crosses all content areas.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participating in lessons where teachers consistently follow the Gradual Release lesson delivery model such as:</p> <p>--Direct instruction, modeled instruction, guided practice, and independent practice.</p> <p>--I do, we do, you do</p> <p>(EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Teacher PD</u></p> <p>-Reading Coach and key teacher leaders provide school-based individualized professional development (as needed) regarding gradual release format. (EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><u>Planning/PLCs before the Lessons</u></p> <p>In PLCs, teachers will discuss and plan strategies and activities for guided practice portion of gradual release.--Discuss specific strategies for involving students in active participation in learning such as:</p> <p>*Manipulatives</p> <p>*Accountable Talk</p> <p>--Discuss and plan ways to increase student practice and discussion of skills learned in the lesson. (instead of lesson being teacher centered)</p> <p>(EET Rubric: 1a, 1b, 4d)</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p>—</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p> <p>—</p>	<p>—</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson effectiveness.</p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students' progress towards the Instructional Goal developed in their PLC.</p> <p>—</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher's data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p>- Data is used to identify effective activities in future lessons.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership</p>	<p><u>Formative Assessments</u></p> <p>—</p> <p><u>During the Grading Period</u></p> <p>- Common assessments – Chapter Tests</p>
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	<p>Do/Check</p> <p><u>Teacher Actions in the Classroom</u></p> <p>-Teachers implement the gradual release model in the classroom ensuring the pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged in each stage. (EET Rubric: 3a, 3c, 3e)</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, effective gradual release strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) _</p> <p>—</p> <p><u>Administrators/Leadership Team</u></p> <p>-Classroom coverage is provided for teachers to peer coach.</p> <p>(EET 4e)</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>Team.</p> <p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p> <p>—</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	

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Goal 4 – Elementary and Middle using FCAT Math Data

<p>4. Percentage of students in Lowest 25% making learning gains in mathematics</p> <p><u>Mathematics Goal</u> #4:</p>				
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<p>In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 60% to 63%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>60%</p>	<p>63%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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4.1.	4.1. - See goals 1, 2, 3			
4.2.	4.2.	4.2.	4.2.	4.2.
4.3.	4.3.	4.3.	4.3.	4.3.

Goal 5 – Elementary and Middle using FCAT Math Data

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory				
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progress in mathematics				
<p><u>Mathematics Goal #5A:</u></p> <p>The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/ FAA Math will increase from 59% to 55%.</p> <p>The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/ FAA Math will increase from 52% to 57%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>White: 59%</p> <p>Black: 52%</p> <p>Hispanic: 46%</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>White: 63%</p> <p>Black: 57%</p> <p>Hispanic: 51%</p> <p>Asian:</p> <p>American Indian:</p>		

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Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	See goals 1, 2, 3			
5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.				

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<u>Mathematics Goal</u> #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 48% to 53%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		
	48%	53%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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	See goals 1, 2, 3			
5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
5B.3	5B.3.	5B.3.	5B.3.	5B.3.
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				

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<p><u>Mathematics Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Math will increase from 38% to 44%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>38%</p>	<p>44%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
	<p>See goals 1, 2, 3</p>			

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5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.				
<u>Mathematics Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ FAA Math will increase from 34% to 41%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		
	34%	41%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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	See goals 1, 2, 3			
5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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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
Data disaggregation of previous assessment results and current students	K-5	PLC Facilitator and Team	School-wide	PLC's: On-going	Notes of meetings	Administration Team Instructional Coaches PLC Facilitators Teachers Administration Team
Identification of curriculum objectives, essential questions, common assessments	K-5	PLC Facilitator and Team	School-wide	PLCs: On-going	Classroom walk-throughs	Instructional Coaches PLC Facilitators K-5
Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.	K-5	Admin Team and Mrs. Guadalupe	School-wide	PLCs: On-going	Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.	

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	Subscription to assist teachers with planning and assist students with targeted instruction	Title I	\$4,688.25
Think-Link	Subscription to assist teachers with planning and assist students with targeted instruction	Title I	\$2850.00
Easy CBM	Subscription to assist teachers with planning and assist students with targeted instruction and the RTI process	Title I	\$267
Subtotal:\$ 7,805.25			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental instruction	Teacher units to support supplemental instruction	ELP and Title I	\$15,000
Behavior Specialist, Resource Teacher, Additional .2 Art, Asst. Teacher	Teacher units to support supplemental instruction, PLC's and CIM	Title I	\$121,887.92
Subtotal:\$136,887.92			
Total:\$144,693.17			

End of Mathematics Goals

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Science Goals

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

I. Students achieving proficiency (FCAT Level 3 or above) in science				
<u>Science Goal #1:</u>				
In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Science will increase from 36% to 39%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		

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	36%	39%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>-Not all teachers of the same grade level utilize common curriculum calendars</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>-Teachers/Teams at varying levels of implementation of designated instructional block.</p> <p>-Large ESE population at Davis.</p>	<p>1.1</p> <p><u>Strategy</u></p> <p>This strategy crosses all content areas. —</p> <p>Students’ comprehension of course content/standards increases through teacher’s use of data to form instructional goals. Specifically, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>—</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>—</p> <p>7. 1. PLC’s will meet to disaggregate grade level data.</p> <p>2. PLC’s will coordinate curriculum calendars and create objectives for planning. PLCs identify the essential skills and learning targets for the upcoming instruction. PLCs answer the question, “What do we want students to learn?” (EET Rubric 1e, 4d)</p> <p>8.</p> <p>9. 3. Teachers agree upon evaluation data used to determine proficiency of curriculum areas. PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?” Specifically, PLCs reflect on the following questions:</p> <p>-How will the assessment match the intended essential learning and learning targets?(EET Rubric 1f)</p> <p>--Are we going to use an assessment from our adopted content materials?</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p>—</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p>	<p><u>Teacher Level</u></p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students’ progress towards the Instructional Goal developed in their PLC.</p> <p>—</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher’s data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership Team.</p>	<p><u>Formative Assessments</u></p> <p>—</p> <p><u>During the Grading Period</u></p> <p>- Common assessments</p> <p>- Chapter Tests</p>
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	<p>(EET Rubric 1f, 4d).</p> <p>4. PLCs write the Essential Question for Reading, Math and Science for instruction.</p> <p>(EET Rubric 1c, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>5. PLC teachers instruct students using the core curriculum as determined by PLC calendars, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material. Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>7. Based on common assessments (Formative Assessments or other measure), teachers discuss grouping students for differentiated instruction, re-teaching and extension if necessary.</p> <p>8. Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d)</p> <p>9. Based on the data, teachers:</p> <p>a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to be re-taught to targeted students.</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p>Ideas for K-2</p> <p>Teachers in grades K-2 will administer teacher made or chapter tests. Teachers will record information on Davis Benchmark gathering sheets to discuss with PLCs and administrators.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
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	<p>(EET Rubric 1b and 1c)</p> <p>10. Teachers provide different groups of students instruction based upon their needs (remediation or enrichment).</p> <p>11. PLCs record their work using on-line form on Davis Internal.</p> <p><u>Whole Faculty</u></p> <p>-Throughout the school year, teachers participate in faculty Book Study <u>Teach Like a Champion</u> where teachers discuss and review effective C-CIM and DI strategies.</p>			

<p>2. Students achieving above proficiency</p> <p>(FCAT Levels 4 or 5) in science</p>				
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<u>Science Goal #2:</u>				
<p><i>Example:</i></p> <p>In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Science will increase from 6% to 9%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>6%</p>	<p>9%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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<p>2.1.</p> <p>- Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-Teachers are at varying levels of understanding and disaggregating school data</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>2.1</p> <p><u>Strategy</u></p> <p>This strategy crosses all content areas.</p> <p>Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p>-The Reading Coach and Intermediate Reading Teacher contact will provide support in higher order strategies during the first and second semester using strategies from "Teach Like a Champion" and Reciprocal Teaching books. (EET 4d, 4e)</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP/ESE Administrator</p> <p>-Reading Coach</p> <p>-Team Leaders</p> <p><u>How</u></p> <p>-PLC notes completed on Davis Internal</p> <p>-Common Planning Calendars for grade levels</p> <p>-Evidence of strategies in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-Monitoring data will be reviewed every nine weeks by administrators.</p>	<p><u>Teacher Level</u></p> <p>-Teachers record data using the on-line grading system or data gathering document to determine their students' progress towards the Instructional Goal developed in their PLC.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher's data, PLCs determine student placement for re-teaching instructional block.</p> <p>- For each subject, PLCs track their overall progress towards the Instructional Goals utilizing the Davis Benchmark sheet for each teacher.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators shares data regarding students who are unable to make gains in a traditional (Tier I or Tier II) setting with the Problem Solving Leadership</p>	<p><u>Formative Assessments</u></p> <p><u>During the Grading Period</u></p> <p>- Common assessments - Chapter Tests</p>
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School Improvement Plan (SIP)-Form SIP-1

	<p><u>Teachers in the Classroom</u></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>-During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)</p> <p>-Teacher encourages students to formulate high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, teachers review the strategies that were taught using higher order questioning to determine success and modify as needed. (EET 1c, 1f, 4a, 4d, 4e)</p>	<p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>Team.</p> <p>-The Problem Solving Leadership Team will review assessment data for students who are unable to make gains and determine additional strategies or Tiers to be implemented</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	

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

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 PLC Facilitator and Team	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
Data disaggregation of previous assessment results and current students	K-5	PLC Facilitator and Team	School-wide	PLC's: On-going	Notes of meetings	Administration Team Instructional Coaches PLC Facilitators
Identification of curriculum objectives, essential questions, common assessments	K-5	PLC Facilitator and Team	School-wide	PLCs: On-going	Classroom walk-throughs	Teachers Administration Team Instructional Coaches PLC Facilitators

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Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.

K-5

Admin Team and Mrs. Guadalupe

Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.

K-5

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Think-Link	Subscription to assist teachers with planning and assist students with targeted instruction	Title I	\$4,688.25

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Easy CBM	Subscription to assist teachers with planning and assist students with targeted instruction and the RTI process	Title I	\$2,850
Subtotal:\$7,538.25			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental instruction	Teacher units to support supplemental instruction	ELP and Title I	\$5,000
Subtotal:			
Total:\$12,538.25			

End of Science Goals

Writing Goals

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

1. Students achieving AYP Proficiency (FCAT Level 3.0 or higher) in writing Writing Goal #1:				
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2012-2013

School Improvement Plan (SIP)-Form SIP-1

<p>In grade 4, the percentage of All Curriculum students scoring a Level 3 or higher on the 2012 FCAT Writing will increase from 83% to 86%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>		
	<p>83%</p>	<p>86%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

2012-2013

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<p>-Teachers lack skill in coaching each other regarding the FCAT Writing Assessment and Scoring Rubric.</p> <p>-Teachers new to Language Arts may not have FCAT Writing training</p> <p>-Teachers lack sufficient time to identify trends within their classrooms and grade levels.</p> <p>-Teachers need ideas for strategies to improve the student writing skills</p>	<p>1.1</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods.</p> <p>Action Steps</p> <p>-As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings.</p> <p>-As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>-As a Professional Development activity, Language Arts and grade level (PLC) chairs will facilitate advanced scoring sessions.</p> <p>-As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.</p> <p>-Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>-Teachers implement the ideas based on specific student needs.</p> <p>-As a Professional Development activity PLCs examine student conference notes, daily drafts, and monthly demand writes and adjusts the monthly writing menu of teaching points and share ideas to grow students.</p> <p>-PLCs review Grading Period data, set a new goal for the following</p>	<p>Who</p> <p>Principal</p> <p>Assistant Principal</p> <p>How Monitored</p> <p>-Classroom walk-throughs observing this strategy.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p> <p>-School-based informal walk-through form which includes the school’s SIP strategies.</p>	<p>PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p> <p>PLC facilitator will share data with Administration and PSLT. The Administrative Team will review assessment data for trends in growth and decline.</p> <p>PLCs will participate in rubric norming sessions to identify teacher barriers impeding effective holistic scoring.</p>	<p>Student monthly demand writes, student daily drafts, conferencing notes</p>
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2012-2013

School Improvement Plan (SIP)-Form SIP-1

	Grading Period. -PLCs record their work in the PLC logs.			
1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

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

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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 Reading Coach PLC Facilitators	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Strategies	K-5		Language Arts Teachers	PLCs: On-going Faculty Meetings As Needed	Classroom walk-throughs Optional peer teacher observations	Administration Team
Rubric Training for Embedded Assessments	2-5	Staff Development PLC Facilitators	Language Arts Teachers	As Scheduled by Staff Development for those teachers new to our district or grade level	Shared scoring among PLC	Administration Team Reading Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental instruction	Teacher units to support supplemental instruction	ELP and Title I	\$5,000
Subtotal:\$5,000			
Total:\$5,000			

End of Writing Goals

Engagement Goals

Attendance Goal(s)

ATTENDANCE and TARDY GOAL(S)		
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		
1. Attendance and Tardies		
<u>Attendance and Tardy Goal #1:</u>		

2012-2013

School Improvement Plan (SIP)-Form SIP-1

	<u>2011</u> <u>Current</u> <u>Attendance</u> <u>Rate:</u>	<u>2013</u> <u>Expected</u> <u>Attendance</u> <u>Rate:</u>
<p><i>Example.</i></p> <p>1. The attendance rate will increase from 94.61% in 2011-2012 to 96% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease from by 10% (138 in 2011 to 124 in 2012)</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%. (185 in 2011 to 121 in 2012)</p>		
	94.6 1%	96%
	<u>2012</u> <u>Current</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or</u> <u>more</u> <u>unexcused)</u>	<u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more</u> <u>unexcused)</u>
	138	124

2012-2013

School Improvement Plan (SIP)-Form SIP-1

	<u>2012</u> <u>Current</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Tardies to</u> <u>School (10</u> <u>or more</u> <u>unexcused)</u>	<u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Tardies to</u> <u>School</u> <u>(10 or</u> <u>more</u> <u>unexcused)</u>
	185	121

Problem Solving Process to Increase Student Achievement				
Anticipated Barriers	Strategies	Fidelity Check 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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School Improvement Plan (SIP)-Form SIP-1

<p>1.1.</p> <p>-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p> <p>-Lack of time to focus on attendance</p> <p>-Lack of staff to focus on attendance</p>	<p>1.1.</p> <p>The PSLT along with other appropriate staff will meet every 20 days to review the student attendance and the Student Attendance Plan to</p> <p>1) ensure that all steps are being implemented with fidelity and</p> <p>2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.</p> <p>When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.</p>	<p>1.1.</p> <p>AP will run Attendance/Tardy meetings every 20 days with appropriate reports</p> <p>AP will maintain data base</p> <p>Social Worker</p> <p>Guidance Counselors</p>	<p>1.1.</p> <p>PSLT will examine data monthly</p>	<p>1.1.</p> <p>Attendance Report</p> <p>Tardy Report</p> <p>Attendance Plan</p>
<p>Students are absent and parents are not contacting the school.</p> <p>Parents are not aware that their student is absent.</p>	<p>On a daily basis, an Attendance Clerk contacts all parents whose students have an unexcused absence to school.</p>	<p>Examination of Parentlink contact reports by attendance team/administration</p>	<p>Guidance will examine data monthly</p> <p>Teachers will make classroom referrals for attendance as appropriate.</p>	<p>Attendance Report</p> <p>Tardy Report</p> <p>Attendance Plan</p>

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School Improvement Plan (SIP)-Form SIP-1

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2012-2013

School Improvement Plan (SIP)-Form SIP-1

or PLC activity.

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

Attendee: Administrators and Guidance Counselor

At Admin istrator meeting

Training for teachers regarding attendance referrals

K-5 AP/School Social Worker/ Guidance

K-5 Teachers (September/October)

Faculty Meetings (September/October)

Review of Data

Administration

Attendance Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			

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School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement Aide	Aide to assist parents who speak Spanish with any needs they may have regarding school.	Title I	\$5,000
T-Payroll Units	Used during parent/teacher conferences or to translate written material	Title I	\$1,000
Printing of Newsletter and other materials	Used to inform parents/guardians of events and programs sponsored by the school	Title I	\$1,000
Grand Total:\$7,000.00			
NA			

End of Attendance Goals

Suspension Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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2012-2013

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Guiding Questions to Inform the Problem-Solving Process

- What was the total number of in-school suspensions for 2009-2010?
- What was the total number of out-of school suspensions for 2009-2010?
- What was the total number of students suspended in school in 2009-2010?
- What was the total number of students suspended out of school in 2009-2010?
- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2010-2011?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2010-2011?

SUSPENSION GOAL(S)		
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:		
1. Suspension		
Suspension Goal #1:		

2012-2013

School Improvement Plan (SIP)-Form SIP-1

	<u>2011 Total Number of</u>	<u>2012 Expected Number of</u>
<u>Goals</u>	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>
1. The total number of In-School Suspensions will decrease (45 in 2012 to 40 in 2013) 2. The total number of students receiving In-School Suspension throughout the school year will decrease (39 in 2012 to 35 in 2013) 3. The total number of Out-of-Suspensions will decrease (54 in 2012 to 48 in 2013) 4. The total number of students receiving Out-of-School Suspension throughout the school year will decrease by 10%. (37 in 2012 to 33 in 2013)		
	45	40
	<u>2011 Total Number of Students Suspended</u>	<u>2012 Expected Number of Students Suspended</u>
	<u>In-School</u>	<u>In-School</u>
	39	35
	<u>2011 Number of Out-of-School Suspensions</u>	<u>2012 Expected Number of</u>
	54	48
	<u>Out-of-School</u>	<u>Out-of-School</u>
	37	33

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Problem solving Process to Decrease Suspension				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p>1.1</p> <p>-Davis is a considered a center school for Emotionally Behavior Disordered and Autism Spectrum Disordered Students. Davis has a large population of exceptional students. Considering that we have 218 ESE students (28.6% of our population), the number of In-school and out-of-school suspensions is relatively low.</p>	<p>1.1</p> <p>Tier 1 –Teachers will approach behavior in the same manner as our academic curriculum. The Continuous Improvement Model will address student behavior. Every classroom of every grade level implements a behavior management program to identify and target specific behaviors.</p> <p><u>Action Steps</u></p> <p>10. 1. PLC’s will meet to disaggregate grade level data including student behavior issues.</p> <p>11. 2. PLC’s will coordinate behavioral interventions for students.</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</p> <p>5. Teachers instruct students regarding appropriate behavior.</p> <p>6. Teachers discuss strategies that were effective to be used with different groups of students based on their performance</p> <p>7. PLCs record their work using on-line form on Davis Internal.</p> <p>8. As part of the school-wide behavior</p>	<p>1.1</p> <p>PSLT “behavior” subgroup</p>	<p>1.1</p> <p>PSLT “behavior” subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.</p>	<p>1.1</p> <p>Crystal Report ODR and suspension data cross-referenced with mainframe discipline data</p>
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2012-2013

School Improvement Plan (SIP)-Form SIP-1

	<p>program, the</p> <p>Behavior Specialist and Guidance Counselor will visit each classroom/grade levels</p> <p>8. Students who continue to have difficulty will be referred to the Behavior Specialist.</p> <p>Tier 2/Tier3</p> <p>9. The Behavior Specialist develops individualized behavior reward systems to assist students with their target behavior(s).</p> <p>10. Behavior Specialist meets daily with targeted students and rewards them daily or weekly.</p> <p>11. Behavior Specialist and/or assigned teacher meets weekly with a group of students to address bullying and victim relationship and behavior.</p> <p>12. Behavior Specialist assigns mentors for needy students. Mentors eat lunch 1 X per week with student and talk daily.</p> <p>ESE Classrooms will implement a Point-Level Behavior Management System school-wide. This point-level system gradually rewards behavior at specific time intervals. Rewards are based upon student performance and targeted behaviors that are</p>			
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2012-2013

School Improvement Plan (SIP)-Form SIP-1

	addressed in each student's IEP.			

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

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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 PLC Facilitator and Team	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
Data disaggregation of previous assessment results and current students	K-5	PLC Facilitator and Team	School-wide	PLC's: On-going	Notes of meetings	Administration Team Instructional Coaches PLC Facilitators Teachers Administration Team
Identification of curriculum objectives, essential questions, common assessments	K-5	PLC Facilitator and Team	School-wide	PLCs: On-going	Classroom walk-throughs	Instructional Coaches PLC Facilitators K-5
Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.	K-5	Admin Team and Mrs. Guadalupe			Key Classroom Strategies, PD developed by Admin Team and Teachers to promote learning for all students and integration of mildly handicapped students in the regular classroom.	

2012-2013

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Suspension Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
\$			
Other			

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Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			
\$			

Parent Involvement Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

See Parent Involvement Plan (PIP)

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

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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Study Island	Subscription to assist teachers with planning and assist students with targeted instruction	Title I	\$1,187.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement Aide	Aide to assist parents who speak Spanish with any needs they may have regarding school.	Title I	\$5,000
T-Payroll Units	Used during parent/teacher conferences or to translate written material	Title I	\$1,000
Printing of Newsletter and other materials	Used to inform parents/guardians of events and programs sponsored by the school	Title I	\$1,000
Grand Total:			
\$7,000			

End of Parent Involvement Goal(s)

Additional Goal(s)

Health and Fitness

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2012-2013

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<p>GOAL (S)</p>	<p>Living Processes to Increase Student Achievement</p>						
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>1. Additional Goal</p> <p><u>Additional Goal #1:</u></p>	<p>1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.</p>	<p>1. Principal The Physical Education teachers' schedule s reflect sixty (60) minutes of the mandate d 150 Minutes of Elementary Phys. Ed. The Classroom teachers' document in their lesson plans the remaining ninety (90) minutes of "Supplemental" physical educatio</p>	<p>1. Classroom walk-throughs Class schedules</p>	<p>1. PACE R test component of the FITNESSGRAM PACE R for assessing cardiovascular health.</p>		
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			n that students have per week. This is also reflected in the Master Schedule				
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During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from <u>54</u> % on the Pretest to <u>64</u> % on the Posttest.	2012 Cur rent Level	2013 Expe cted Level					
<i>Schools will enter the data after the Pretest and Posttest. Make sure the Posttest</i>							

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<i>represents a minimum of a 10% increase.</i>						
54%		64%				
			2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team or principals' designee.	2. H.E.A.R.T. team.	2. H.E.A.R.T. team or principals' designee notes/agendas	2. PACER test component of the FITN/ESSG/GRAM PACER for assessing cardiovascular health.

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		3. Use of the playground and or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> "Resources" folder on IDEAS.	3. Physical Education Teacher	3. Lesson plans of Physical Education Teacher	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
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Professional Development (PD) aligned with Strategies through Professional Learning

Revised July 20, 2011

**2012-2013
School Improvement Plan (SIP)-Form SIP-1
Community (PLC)
or PD Activity**

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	Grades K-5	PLC grade level facilitators	All teachers school wide	Weekly PLC meetings	PLC form completed on Davis Internal	Principal and Administrative Team

Health and Fitness Goal Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
		Title I	
Subtotal:\$350			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total: \$350			

Continuous Improvement

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

Continuous Improvement Goal	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?	Evaluation Tool		

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<p>1. Continuous Improvement Goal</p> <p><u>Continuous Improvement Goal #1:</u></p>	<p>1.1 - Parent Attendance of activities and workshops</p>	<p>1.1 Offer a raffle ticket for participation at school activities and workshops. Increasing the number of raffle tickets increases chances of winning. Drawing to occur at end of the school year.</p>	<p><u>1.1</u> <u>Who</u> Administration Teachers <u>How</u> Give tickets for participation. Keep sign-in sheets to reflect participation</p>	<p>1.1 Number of participants on sign-in sheets will increase.</p>	<p>1.1 As numbers of parents increase at activities and workshops, parents will receive information to assist their child in school.</p>		
<p>The percentage of parents who strongly and somewhat agree with the indicator that “I am aware of the School Advisory Council (SAC) and its role.” on the <i>School Climate and Perception Survey for Parents</i> will increase from 68.5% in 2012 to 76% in 2013.</p>	<p><u>2011 Current Level :*</u></p>	<p><u>2012 Expected Level :*</u></p>					
	<p>68.5%</p>	<p>76%</p>					

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		1.2 -Parent Attendance of activities and workshops	1.2 Develop and offer Parents as Leaders program.	1.2 <u>Who</u> Administrators, SAC Chairman, Teachers and PTA <u>How</u> Develop and present a program to showcase all of the programs and opportunities for families to become involved in Davis Elementary.	1.2 Number of Participants on sign-in sheet will increase.	1.2 -Numbers of parents will increase at school activities. -Increase in the number of positive responses on the "School Climate and Perception Survey for Parents."	

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

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

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

Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient/satisfactory performance in reading (Levels 4-9).	A.1.	A.1. See Reading Goals 1, 2, and 3	A.1.	A.1.	A.1.		
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<u>Reading Goal A:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Level of Performance:</u>	<u>Level of Performance:</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	84%	85%					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1.</p>	<p>B.1.</p> <p>See Reading Goals 1, 2, and 3</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>		
<p><u>Reading Goal B:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>					

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	8%	9%					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>C. Students scoring proficient/satisfactory performance in Listening/Speaking.</p>	<p>1.1.</p>	<p>1.1.</p> <p>See Reading Goals 1, 2, and 3</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p>CELLA Goal #C:</p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>58</u> % to <u>64</u> %.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>58%</p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient/satisfactory performance in Reading.	2.1.	2.1. See Reading Goals 1, 2, and 3	2.1.	2.1.	2.1.	

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<p>CELLA Goal #D:</p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>32</u> % to <u>36</u> %.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>32%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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E. Students scoring proficient/satisfactory performance in Writing.	2.1.	2.1. See Reading Goals 1, 2, and 3	2.1.	2.1.	2.1.	
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<p>CELLA Goal #E:</p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>26</u> % to <u>29</u> %.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>26%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

Math Florida Alternate Assessment Goals

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	<p>F.1. See Math Goals 1, 2 and 3</p>	F.1.	F.1.	F.1.		

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Mathematics Goal	2012 Current	2013 Expected					
E:	Level of Performance	Level of Performance					
<p>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>							
	92%	92%					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>G.1.</p>	<p>G.1. See M ath Goal s 1, 2 and 3</p>	<p>G.1.</p>	<p>G.1.</p>	<p>G.1.</p>		
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Mathematics Goal	2012 Current	2013 Expected					
G:	Level of Performance:	Level of Performance					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	10%	11%					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

Science Florida Alternate Assessment Goal

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

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. -Barriers to learning are different for each student. The type of learning impairment is addressed in each IEP. Case managers will be responsible for informing other teachers who work directly with each student of the learning and processing issues for their students.</p>	<p>J.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both</p>	<p>J.1. <u>Who</u> Principal, Assistance Principal, IEP Case Managers <u>How</u> IEP Progress Reports reviewed by Administrators</p>	<p>J.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs will discuss student progress and plan together to improve outcomes across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC Team Leaders/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>Teacher selected/developed assessments that are dependent upon student's abilities and IEP.</p>		
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		individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.					
<u>Science Goal J:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	<i>Results unavailable as group was smaller than 10 students.</i>	<i>Results unavailable as group was smaller than 10 students</i>					
		J.2.	J.2.	J.2.	J.2.	J.2.	

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		J.3.	J.3.	J.3.	J.3.	J.3.	
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NEW Writing Florida Alternate Assessment Goal

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

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<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>Barriers to learning are different for each student. The type of learning impairment is addressed in each IEP. Case managers will be responsible for informing other teachers who work directly with each student of the learning and processing issues for their students.</p>	<p>M.I. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both</p>	<p>M.I. <u>Who</u> Principal, Assistance Principal, IEP Case Managers <u>How</u> IEP Progress Reports reviewed by Administrators</p>	<p>M.I. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs will discuss student progress and plan together to improve outcomes across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC Team Leaders/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>Teacher selected/developed assessments that are dependent upon student's abilities and IEP.. On-going writing prompts and assessments</p>	
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		individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.					
<u>Writing Goal M:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	70%	71%					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/expand integrative approaches to the Common Core State Standards</p>	<p>1.1</p> <p>Need common planning time for math, science, ELA and other STEM teachers</p>	<p>1.1</p> <p>-Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1</p> <p>PLC or grade level lead -Subject Area Leaders</p>	<p>1.1</p> <p>Administrative/SAL walk-throughs</p>	<p>1.1</p> <p>Assessments will be developed by teachers as part of the PLC planning process. Assessments may include formative assessments, chapter tests, student generated questions, projects, exit papers, rubrics, etc.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional

2012-2013

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	Grades K-5	PLC grade level facilitators	All teachers school wide	Weekly PLC meetings	PLC form completed on Davis Internal	Principal and Administrative Team

Career and Technical Education (CTE) Goal(s)

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>Increase student interest in career opportunities and program selection prior to middle school. The school will maintain the frequency of career exposure activities/events.</p>	1.1.	1.1. -Parents and students will participate in Great American Teach-In and College Night.	1.1. Administration/ GATI Coordinator	1.1. Sign-In sheets will be utilized at events to document the number of attendees. Schedule of presentations and presenters will be monitored.	1.1. Number of presentations and number of students in attendance
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	Grades K-5	PLC grade level facilitators	All teachers school wide	Weekly PLC meetings	PLC form completed on Davis Internal	Principal and Administrative Team

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	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.*

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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

SAC Budget

All SAC funds must correlate back to specific SIP goals, strategies, action steps and/or professional development.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 1, Science Goal 1	Time for Kidssubscription – kindergarten and first grade classes	\$198.46	\$198.46
Reading Goal 1, Science Goal 1	Nonfiction books for first grade (common core)	\$160.00	\$160.00
Math Goal 1, 2, 3	Math manipulatives for third grade	\$189.90	\$189.90
Reading Goal 1, 2, 3	Nonfiction books for third grade (common core)	\$138.88	\$138.88
Parent Involvement, Reading Goal 1, 2, 3	Incentives (Publix gift cards and gas gift cards) for Parent Participation in Literacy Events	\$500.00	\$500.00
Reading Goal 1, 2, 3	Library books to support common core standard instruction	\$848.56	\$848.56
	Final amount	\$2035.80	\$2035.80