

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Broward Elementary	District Name: Hillsborough
Principal: Terry Hawthorne	Superintendent: Mary Ellen Elia
SAC Chair: Kim Martell	Date of School Board Approval:

### Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

### Highly Qualified Administrators

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

**Hillsborough 2012**  
**Rule 6A-1.099811**  
**Revised July, 2012**

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Terry Hawthorne	BA Elementary Ed K-6 M.S. in ESOL Ed.S in Educational Leadership	5	10	11/12: C 10/11: D 77% No AYP 09/10: D 82% No AYP 08/09: C 82% No AYP 07/08: C 67% No AYP (Shaw )
Assistant Principal	Troy Henson	B.A. in Elementary Ed. 1-6 M.S. in Ed. Leadership ESOL certification	2	6	11/12: C 10/11: D 77% No AYP 09/10: C 67% AYP Shaw 08/09: C, 97% AYP Shaw 07/08: C, 67% AYP Shaw

**Highly Qualified Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jan McElroy	BS K-6 BS EH, SLD, PI MA -Ed. Leadership, ESOL	4	6	11/12: C 10/11: D 77% No AYP 09/10: D 82% No AYP 08/09: C 82% No AYP
Reading	Laurie Echols	BA PreK-Primary	4	4	11/12: C 10/11: D 77% No AYP 09/10: D 82% No AYP 08/09: C 82% No AYP

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Reading Resource	Kim Martell	BS SLD MA-Ed. Leadership K-6 Certification ESOL Certification	2	First Year	11/12: C 10/11: D 77% No AYP 09/10: D 82% No AYP
Writing Resource	Japera Hodges	BS Elem. Ed (K-6) ESOL	First Year	6 years	
Math Resource	Shanna Uhe	B.S. Elem. Ed (Gr. 1-6) MA-Ed Leadership	First Year	4 years	
Science Resource	Alicia Sawyer	B.S Elem. Ed (K-6) ESOL Physical Education (K-12)	First Year	First Year	

**Highly Qualified Teachers**

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

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

**Non-Highly Qualified Instructors**

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

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>
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5 out of 42	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><b><u>Administrators</u></b>          Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> <li>● Preparing and taking the certification exam</li> <li>● Completing classes need for certification</li> <li>● Provide substitute coverage for the teachers to observe other teachers</li> <li>● Discussion of what teachers learned during the observation(s)</li> </ul> <p><b><u>Academic Coaches</u></b>          ● The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</p> <p><b><u>PLC</u></b>          ● 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.</p>
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**Staff Demographics**

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

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

Total Number of Instructional Staff	% of 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
42	14%(6)	38% (16)	26% (11)	21% (9)	36% (15)	88% (37)	100%	0	90% (38)

**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
Donna Durrance	Angela Lefebvre	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Donna Durrance	Lanitra Diggs	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Eliana Figueroa	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Rosa Edwards	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Jessica Vining	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Rebecca Ogden	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Latoya Bell	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Lauren Vollmer	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Donna Durrance	Suzanne Vella	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
	Mollie Echols	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
	Carrie Cavalino-Gilbert	is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

## **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.

<b>Title 1, Part A</b> 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.
<b>Title I, Part C- Migrant</b> 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.
<b>Title I, Part D</b> The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
<b>Title II</b> 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.
<b>Title III</b> Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
<b>Title X- Homeless</b> 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.
<b>Supplemental Academic Instruction (SAI)</b> SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
<b>Violence Prevention Programs</b> NA
<b>Nutrition Programs</b> NA

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<b>Housing Programs</b> N/A
<b>Head Start</b> We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team



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Identify the school-based MTSS Leadership Team.

Principal: Terry Hawthorne

Ass. Principal: Troy Henson

Guidance Counselor: Constance Faller

School Psychologist: Erika Manz

Social Worker: Carrie Cavalino-Gilbert

Reading Coaches: Laurie Echols and Jan McElroy

Reading Resource: Kim Martell

Writing Resource: Japera Hodges

Math Resource: Shanna Uhe

Science Resource: Alicia Sawyer

Behavior Specialist: Raymond Williams

ESE: Denise Costantino

ELL: Liliana Velasco

SAC Chair: Kim Martell

Kindergarten Team Leader: Irma Luna

First Grade Team Leader: Andrew Arpante

Second Grade Team Leader: Marlene Givens

Third Grade Team Leader: Lindsay Marino

Fourth Grade Team Leader: Nicole Grossglass

Fifth Grade Team Leader: Katherine Murphy

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

The Leadership team meets bi-monthly. 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 Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- 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.
  - 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.

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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?

- 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.
- 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)
    5. What should we do next? What should be our plan of action?

### MTSS Implementation

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

**Elementary Middle/High**

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

**Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Form A, B, and C District Reading Assessment Broward Demand Writes Form 1 and Form 2 District Math Assessment Form 1 and Form 2 District Science Assessment	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Reading and Math: K-1	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators
DRA-2	School Generated Excel Database	Individual Teacher

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. 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 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.

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Describe plan to support MTSS.

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

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

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal: Terry Hawthorne

Ass. Principal: Troy Henson

Reading Coaches: Laurie Echols and Jan McElroy

Reading Resource: Kim Martell

Writing Resource: Japera Hodges

Media Specialist: Mollie Echols

ESE: Denise Costantino

ELL: Liliana Velasco

Kindergarten Team Leader: Irma Luna

First Grade Team Leader: Andrew Arpante

Second Grade Team Leader: Marlene Givens

Third Grade Team Leader: Lindsay Marino

Fourth Grade Team Leader: Nicole Grossglass

Fifth Grade Team Leader: Katherine Murphy

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

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

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

- Implementation and evaluation of the SIP reading 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
- Monitor Reciprocal Teaching

***NCLB Public School Choice***

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first 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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. -Lack of common planning time to discuss best practices before the unit of instruction and analyze data to identify best practices. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. <u>Strategy</u> <u>Strategy</u> <b>This reading strategy crosses all content areas.</b> Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use <b>C-CIM (Core Continuous Improvement Model)</b> with core curriculum and provide <b>Differentiated Instruction (DI)</b> as a result of the common assessments to ensure the mastery of essential skills.  <b>Action Steps</b> <b>Plan</b> <u>Planning/PLCs</u> <u>Before the Lesson</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (<b>EET Rubric 1e, 4d</b>) -PLCs identify the common assessment for the upcoming unit of</p>	<p>1.1. <u>Who</u> -Principal -AP -Reading Coaches -Instructional Resource Teachers -Grade Level team leaders -Peer and Mentor Evaluators -- PLC facilitators of like grades and/or like content  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-throughs form which includes the school's SIP strategies.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor students' individual progress towards the SMART Goal. <u>PLC Level</u> - For each class/course, PLCs monitor their overall progress towards the SMART Goal. -PLCs reflect on lesson outcomes and data used to drive future instruction. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address them?</i> <i>3. To what degree are we making progress towards our SMART goal?</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i> <i>6. Are there skills that need to be re-taught to targeted students?</i> <i>7. How do we report and share our results with the Leadership Team?</i>  <u>Leadership Team Level</u> -Reading Leadership Team. -Data will be used to plan</p>	<p>1.1. FAIR (3 x per year)  DRA  Running Records (two x per month collection for below level students; one per month for on level students)  District Assessment Form A, B, and C  <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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	<p>instruction. PLCs are answering the question, “How do we know if they have learned it?” Specifically, PLCs reflect on the following questions:</p> <p><i>--Does the assessment match the intended essential learnings and learning targets?(EET Rubric 1f)</i></p> <p><i>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</i></p> <p><i>--If using a rubric, have we come to consensus what each level of the rubric looks like?</i></p> <p><i>--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will</i></p>	for future supplemental instruction.				
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	<p><i>be evaluated?</i>  <i>--How will we involve the student in self-assessment and monitoring?</i>  <i>--How will we collect and track end-of-unit assessment data in order to evaluate student growth?</i>  <b>(EET Rubric 1f, 4d).</b>                  --As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>                  -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.                  -At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET</b></p>					
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	<p><b>Rubric 3d)</b></p> <p><b>Check/Act</b>  <u>Teachers/PLCs</u>  <u>after the Common</u>  <u>Assessment</u></p> <p>-Teachers bring assessment data back to the PLCs. <b>(EET Rubric 3d, 4d)</b></p> <p>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-Based on the data, teachers discuss Differentiated Instruction strategies that were effective. <b>(EET Rubric 4a, 4d)</b></p> <p>-Based on the data, teachers 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 re-taught to targeted students. <b>(EET Rubric 1b and 1c)</b></p> <p>-PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills.</p> <p>-PLCs discuss how the data</p>					
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		will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)					
<u>Reading Goal #1:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 35% to 42%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>35%</b>	<b>42%</b>					

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		<p>1.2. -Teachers need more work in the area of “guided reading”</p>	<p>1.2. <b>This reading strategy crosses all content areas.</b> 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 <b>Gradual Release lesson delivery</b> model such as: --Explicit instruction, modeled instruction, guided practice, and independent practice. --I do, we do, you do --Preview, guided practice, independent practice, process <b>(EET Rubric: 1a, 1b, 3a, 3c, 3e)</b>  <b>Action Steps Plan</b> <u>Teacher PD</u> -Reading coaches and other teacher leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of</p>	<p>1.2 <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers Grade Level team leaders -Peer and Mentor Evaluators - PLC facilitators of like grades and/or like content  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school’s SIP strategies.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor their students’ individual progress towards mastery.  <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. - PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs discuss how to report and share the data with the Reading Leadership Team. -Data is used to identify effective activities in future lessons.  <u>Reading Leadership Team Level.</u> -Leadership Team determines and maintains a school-wide data system to track student progress. -Reading Leadership Team shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students</p>	<p>1.2. Same as 1.1</p>	
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		<p>responsibility. (EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><u>Planning/PLCs before the Lessons</u></p> <p>-Within PLCs, teachers brainstorm ideas for implementing the gradual release model of responsibility such as:</p> <p>--Discuss and plan out how much time it will take for each component of the gradual release model within an upcoming lesson or concept based on individual student needs (e.g.: ELL,ESE, etc.)</p> <p>--Discuss specific strategies for involving students in active participation in learning such as “turn and 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>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have</p>		<p>and future professional development for teachers.</p>		
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		<p>learned it?”</p> <p><b>Do/Check</b>  <u>Teacher Actions in the Classroom</u>                      -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. <b>(EET Rubric: 3a, 3c, 3e)</b>                      -At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b>                      -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b>  <u>Teachers/PLCs after the Common Assessment</u>                      -Teachers bring their common assessment data back to the PLCs.                      -Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b>                      -Using the data, effective gradual release strategies</p>				
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		<p>and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p> <p><u>Administrators/ Reading Leadership Team</u></p> <p>-Through walkthroughs teachers are identified that excel in gradual release strategies and techniques in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. <b>(EET 4e)</b></p> <p>-Gradual release strategies and techniques are on the Reading Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p>				
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		<p>1.3. Teachers are at varying levels of using collaborative structures</p>	<p>1.3. <u>Strategy</u> <b>This reading strategy crosses all content areas.</b> Students' comprehension of course content/ standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of <u>student engagement</u> is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the <i>Student Engagement Rubric (EET 3c)</i>  This strategy focuses on the following components in engagement: <b>-Activities and assignments:</b> --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breadth. --are highly intellectual and promote significant learning. <b>-Grouping of</b></p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers Grade Level team leaders -Peer and Mentor Evaluators - PLC facilitators of like grades and/or like content  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor their students' individual progress towards mastery.  <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. - PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.  <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student progress. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional</p>	<p>1.3. Same as 1.1</p>	
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			<p><b>students are:</b>                  -- productive and fully appropriate to the students or to the instructional purposes of the lesson.</p> <p><b>-Instructional Materials and resources are:</b>                  --suitable to the instructional purposes and engage students mentally.                  --supplemented when better suited to engaging students in deep learning.</p> <p><b>-Structure and pacing are:</b>                  --highly coherent and allows for reflection and closure.                  --ideal for keeping momentum.                  --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson.</p> <p><b>Action Steps:</b>  <b>Plan</b>  <u>Teacher PD</u>                  -Teachers attend school-based professional development activities on Reciprocal Teaching and apply those strategies in the classroom.</p>		development for teachers.		
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			<p><u>PLCs Before the Lesson</u>                      -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric.                      -Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g., manipulatives, technology, supplemental reading, speakers, real world connections)                      -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?" (EET Rubric 1f, 4d)</p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>                      - Teachers use engagement tools in the classroom to enhance deep learning.                      -Teachers recognize the critical distinction between a classroom in which students are compliant and busy.                      -Teachers ensure students are developing their understanding through what they do, and they</p>			
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			<p>are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions.                      -At the end of the unit, teachers administer the common assessment.                      -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b>  <u>Reading Leadership Team</u>                      -Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b>                      -Classroom coverage is provided for teachers to attend demonstration classrooms. <b>(EET 4e)</b></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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>2.1. <b>Strategy/Task</b> Student achievement improves when teachers use on-going student data to <b>differentiate instruction.</b>  <b>Actions/Details Plan</b> <i>Teacher Planning</i> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. They will reflect on <b>Do I give my students:</b> --Different ways to take in information --Different amounts of time to complete the work --Different assignments depending on ability, readiness, comprehension level, learning preferences/styles, and interests. -Different types of assessments <b>For all students,</b></p>	<p>2.1. <b>Who</b> -Principal -AP -Instruction Coaches -Resource Teachers Grade Level team leaders -Peer and Mentor Evaluators - PLC facilitators of like grades and/or like content  <b>How</b> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>2.1 <b>Teacher Level</b> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor their students' individual progress towards mastery.  <b>PLC Level</b> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. - PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.  <b>Leadership Team Level</b> -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student progress. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	<p>2.1 Same as 1.1</p>		
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	<p><b>do I:</b>          --Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study.          --Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.  <b>For High Performing and/or Gifted Students, do I:</b>          --Make modifications to ensure students are challenged with higher-level thinking activities.          -Use curriculum compacting, independent study, and extension activities where appropriate  <b>For Lower Ability and Students with Learning Difficulties:</b>          -Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.  <b>For English Language</b></p>						
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	<p><b>Learners:</b>                  --Use gestures, visuals and graphic organizers when explaining concepts                  -Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.                  -Recognize cultural/ experiential differences, and when feasible includes these in units and examples. <b>(EET Rubric 4d, 4e)</b>                  -Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. <b>(EET Rubric 1b)</b></p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>                  -Teachers implement</p>					
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	<p>lessons using Differentiated Instruction activities. <b>(EET Rubric 3c)</b>                  -At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b>  <u>Teachers/PLCs</u>  <u>after the Common Assessment</u>                  -Teachers bring their common assessment data to their PLCs.                  -Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b>                  -PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons.                  -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b>                  -Using the data, effective Differentiated</p>					
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		<p>Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p> <p>-Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</p> <p><u>Administrators/ Leadership Team</u></p> <p>- Differentiated Instruction strategies and techniques are on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p>					
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<u>Reading Goal #2:</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 FCAT Reading will increase from 15% to 24 %.							
	<b>15%</b>	<b>24%</b>					

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		<p>2.2 - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>2.2 <u>Strategy</u> <b>This reading strategy crosses all content areas.</b> Students' comprehension of course content/ standards increases through participation in <b>higher order thinking questioning techniques/Webb's Depth of Knowledge</b> 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. <b>(EET Rubric 1e, 3b)</b></p> <p><b>Action Steps</b> <b>Plan</b> <u>Teacher PD for General Higher Order and Teacher PD for General Fluency</u> -Teachers attend school-based professional development activities on reciprocal teaching to reach higher order thinking strategies and</p>	2.2.	2.2.	2.2.	
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		<p>apply those strategies in the classroom and school-based fluency implementation training to increase fluency deficit</p> <p><u>Planning/PLCs Before the Lesson</u>          -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?”  <b>(EET Rubric 1f, 4d)</b>          -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.          -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.  <b>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</b>          -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. <b>(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</b></p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>          -During the lesson, teachers frequently</p>				
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		<p>ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. <b>(EET Rubric 1b, 3b, 3e)</b></p> <p>-During the lesson, teachers successfully engage all students in the discussion. <b>(EET Rubric 1b, 3b, 3e)</b></p> <p>-Students formulate many of the high-level questions and ensure that all voices are heard. <b>(EET Rubric 3b)</b></p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. <b>(EET Rubric 1c, 3a, 3b, 3c)</b></p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p><b>Check/Act</b>  <u>PLCs After the Common Assessment</u></p> <p>-Teachers bring their common assessment data back to the PLCs.          -Based on the data, teachers reflect on their own teaching.</p>				
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			<p><b>(EET Rubric 4a)</b>                  -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b>                  -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p>				
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning.</p>	<p>3.1. <b>Strategy</b> Student achievement improves through <b>teachers working collaboratively</b> to focus on student learning. Specifically, they use the <b>Plan-Do-Check-Act</b> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:  <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it?</li> </ol> <b>Actions/Details</b>                      -Grade level/ like-course PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work.</p>	<p>3.1. Same as 2.1</p>	<p>3.1. Same as 2.1</p>	<p>3.1. Same as 1.1</p>		
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		Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.					
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 62 points to 66 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>62 points</b>	<b>66 points</b>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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<p><b>4. FCAT 2.0:</b> Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1.  <b>See Goals 1, 2, 3</b></p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Reading Goal #4:</u>  Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 76 points to 79 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	76 points	79 points					
		<p>4.2. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.</p>	<p>4.2. <u>Strategy</u> Students' reading comprehension improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2. <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation</p>	<p>4.2. Supplemental data shared with leadership and classroom teachers who have students</p>	<p>4.2. Curriculum Based Measurement (CBM)</p>	

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		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Reading Goal #5:</u>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5A.1.	5A.1. <b>See Goals 1, 2, 3</b>	5A.1.	5A.1.	5A.1.		
<u>Reading Goal #5A:</u> In grades 3-5, _____ All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Black: 19% Hispanic:51% White: 67%	Black: 27% Hispanic:56% White: 70%					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5B.1. <b>See goals 1, 2, 3</b>	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u> In grades 3-5, _____ Economically <b>Disadvantaged All Curriculum</b> students will score a Level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>33%</b></p>	<p><b>40%</b></p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively</p>	<p>5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy across Reading, Language Arts, Math, Social Studies and Science. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -Core content teachers set SMART goals for ELL students</p>	<p>5C.1. <u>Who</u> -School based Administrators -ESOL Resource Teacher <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with content and/or grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ ERT shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	conduct a CALLA fidelity check walk-through.	for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.					
<u>Reading Goal #5C:</u>  The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from % to %.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>35%</b>	<b>42%</b>					
		5C.2	5C.2	5C.2	5C.2	5C.2	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students’ IEPs by both the general education and ESE teacher.	5D.1. <b>Strategy</b> SWD student achievement improves through the effective and <b>consistent implementation of students’ IEP</b> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students’ IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.	5D.1. <b>Who</b> Principal, Assistance Principal ESE Specialist  <b>How</b> IEP Progress Reports reviewed by APC	5D.1. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ESE Specialist shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1. <b>Who</b> Principal, Site Administrator, Assistance Principal ESE Specialist  <b>How</b> IEP Progress Reports reviewed by APC		



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<p><u>Reading Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from % to %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>Target Met</b></p>	<p><b>37%</b></p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	

Reading Professional Development

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>						
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PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity and Social Studies	Grades K-5	Primary and Intermediate Reading Coaches	All teachers Faculty Professional Development and on-going PLCs	Pre-Planning and On-going	Classroom walkthroughs	Administration Team Instructional Coaches Content Resource Teachers
Guided Reading	Grades K-5	Primary and Intermediate Reading Coaches	All teachers Faculty Professional Development	On-Going	Classroom walkthroughs	Administration Team Instructional Coaches Content Resource Teachers
Easy CBM	Grades K-5	Primary and Intermediate Reading Coaches	All teachers Faculty Professional Development and on-going PLCs	On-Going	Classroom walkthroughs	Administration Team Instructional Coaches Content Resource Teachers
Reciprocal Teaching: Higher Order Thinking	Grades K-5	Primary and Intermediate Reading Coaches	School-wide	On-Going	Classroom Walkthroughs	Administration Team Instructional Coaches Content Resource Teachers

*End of Reading Goals*

**Elementary or Middle School Mathematics Goals**

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

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1 -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices.</p>	<p>1.1 <u>Strategy</u> The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use <u>C-CIM (Core Continuous Improvement Model)</u> with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.  <u>Action Steps</u> <b>Plan</b> <u>Planning/PLCs Before the Lesson</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" <b>(EET Rubric 1e, 4d)</b> -PLCs identify the common assessment for the</p>	<p>1.1 <u>Who</u> -Principal -AP -Math Academic Coach -Math Resource Teacher -Mentor Teachers  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Common assessments utilized -EET formal evaluations -EET Pop-Ins (Admin and Mentor) -EET formal observations (Admin and Mentor) -EET informal observation (Admin and Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.1 <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor their students' individual progress towards the SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs monitor their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address them?</i> <i>3. To what degree are we making progress towards our SMART goal?</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i> <i>6. Are there skills that need to be re-taught to targeted students?</i> <i>7. How do we report and share our results with the Leadership Team?</i></p>	<p>1.1 <u>3x per year</u> District Baseline, Mid-Year Testing, and EOY Testing  <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>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><i>--Does the assessment match the intended essential learnings and learning targets?(EET Rubric 1f)</i></p> <p><i>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</i></p> <p><i>--If using a rubric, have we come to consensus what each level of the rubric looks like?</i></p> <p><i>--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which</i></p>	<p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Math Resource Teacher with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction (ELP)</p>			
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	<p><i>their learning will be evaluated?</i>  <i>--How will we involve the student in self-assessment and monitoring?</i>  <i>--How will we collect and track end-of-unit assessment data in order to evaluate student growth?</i>  <b>(EET Rubric 1f, 4d).</b></p> <p>-PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.)  <b>(EET Rubric 1c, 4d)</b></p> <p>-As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>          -PLC teachers instruct students</p>						
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	<p>using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b>  <u>Teachers/PLCs</u>  <u>after the Common Assessment</u></p> <p>-Teachers bring assessment data back to the PLCs. <b>(EET Rubric 3d, 4d)</b></p> <p>-Based on the data, teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-Based on the data, teachers discuss Differentiated Instruction strategies that were effective. <b>(EET Rubric 4a, 4d)</b></p> <p>-Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills</p>						
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		<p>need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. <b>(EET Rubric 1b and 1c)</b></p> <p>-PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills.</p> <p>-PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson.</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p>					
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<p><u>Mathematics Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 39 %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>32%</b></p>	<p><b>39%</b></p>					

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		<p>1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>1.2 <b><u>Strategy/Task</u></b> Students math achievement improves through frequent participation in <b><u>higher order questions/discussion activities</u></b> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.  <b><u>Actions/Details</u></b> <b><i>Within PLCs</i></b> -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using</p>	<p>1.2. Same as 1.1</p>	<p>1.2. Same as 1.1</p>	<p>1.2. Same as 1.1</p>	
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		<p>Webb’s Depth of Knowledge to evaluate the sophistication/ complexity of students’ thinking.                      -Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><b><i>In the classroom</i></b>  <u>During the lessons.</u>  <b><u>teachers:</u></b>                      -Ask questions and/ or provides activities that require students to engage in frequent higher order thinking as defined by Webb’s Depth of Knowledge.                      -Wait for full attention from the class before asking questions.                      -Provide students with wait time.                      -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.                      -Allow students to “unpack their thinking” by describing how they arrive at an answer.                      -Encourage discussion by using open-ended questions.                      -Ask questions with multiple correct answers or multiple approaches.                      -Scaffold questions</p>				
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		<p>to help students with incorrect answers.          -Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u>          -Have opportunities to formulate many of the high-level questions based on the text/ content.          -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u>          -The resource teacher/ PLC member/ administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel.          -Monthly, math resource teacher conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. These teacher data/chats guides the leadership’s team professional development plan (both individually and whole faculty).</p>				
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		<p>1.3. -Teachers need more work in planning effective lessons</p>	<p>1.3 The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participating in lessons where teachers consistently follow the --Explicit instruction, modeled instruction, guided practice, and independent practice. --I do, we do, you do --Preview, guided practice, independent practice, process <b>(EET Rubric: 1a, 1b, 3a, 3c, 3e)</b></p> <p><b><u>Action Steps</u></b></p> <p><b><u>Plan</u></b></p> <p><i>Teacher PD</i> -Instructional coaches and key teacher leaders provide school-based professional development on how to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. (EET Rubric: 1a, 1b, 3a, 3c, 3e)</p> <p><i>Planning/PLCs before the Lessons</i></p>	1.3.	1.3.	1.3.	
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			<p>-Within PLCs, teachers brainstorm ideas for implementing the gradual release model of responsibility such as:</p> <ul style="list-style-type: none"> <li>--Discuss and plan out how much time it will take for each component of the gradual release model within an upcoming lesson or concept based on individual student needs (e.g.: ELL, Advance Placement, etc.)</li> <li>--Discuss specific guided practice teaching strategies that can be implemented in upcoming lessons such as the “I, We, You Overview” from <i>Teach Like a Champion</i> (pages 71-74).</li> <li>--Discuss specific strategies for involving students in active participation in learning such as:                             <ul style="list-style-type: none"> <li>*Collaborative structures</li> <li>*Manipulatives</li> </ul> </li> <li>--Discuss and plan ways to increase student practice and discussion of skills learned in the lesson. (instead of lesson being teacher centered)</li> </ul> <p><b>(EET Rubric: 1a, 1b, 4d)</b></p>				
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			<p>-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?"</p> <p><b>Do/Check</b>  <u>Teacher Actions in the Classroom</u>                  -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. <b>(EET Rubric: 3a, 3c, 3e)</b>                  -At the end of the unit, teachers give a common assessment identified from the core curriculum material. <b>(EET Rubric 3d)</b>                  -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><b>Check/Act</b>  <u>Teachers/PLCs after the Common Assessment</u>                  -Teachers bring their common assessment data back to the PLCs.                  -Based on the data, teachers reflect on their own teaching. <b>(EET</b></p>				
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		<p><b>Rubric 4a)</b>                  -Using the data, effective gradual release strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons.  <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p> <p><u>Administrators/ Leadership Team</u>                  -Through walkthroughs teachers are identified that excel in gradual release strategies and techniques in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms.  <b>(EET 4e)</b></p> <p>-PLC Facilitators/ Subject Area Leaders/Department Heads put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges.                  -Gradual release strategies and techniques are on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on</p>				
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			barriers and how they can be overcome.				
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>2.1 <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to <b>differentiate instruction</b>.  <u>Actions/Details</u> <u>Strategy:</u> The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate <u>Differentiated Instruction</u> strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: -Homogeneous/Cluster/ Ability Grouping -Heterogeneous/ Mixed Ability Grouping -Individualized Work/Independent</p>	<p>2.1 <u>Who</u> -Principal -AP -Math Academic Coach -Math Resource Teacher -Mentor Teachers  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Common assessments utilized -EET formal evaluations -EET Pop-Ins (Admin and Mentor) -EET formal observations (Admin and Mentor) -EET informal observation (Admin and Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>2.1 <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor their students' individual progress towards the SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs monitor their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address them?</i> <i>3. To what degree are we making progress towards our SMART goal?</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i> <i>6. Are there skills that need to be re-taught to targeted students?</i> <i>7. How do we report and share our results with the Leadership Team?</i></p>	<p>2.1 <u>3x per year</u> District Baseline, Mid-Year Testing, and EOY Testing  <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>Study -Whole Class Instruction -Pairs or Partners</p> <p><b>Action Steps</b> <b>Plan</b> <u>Teacher Planning</u> -Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. Teachers will reflect</p> <p><b>Do I give my students:</b> --Different ways to take in information --Different amounts of time to complete the work --Different assignments depending on ability, readiness, comprehension level, learning preferences/styles, and interests. -Different types of assessments</p> <p><b>For all students, do I:</b> --Use data to drive instruction before beginning a unit of</p>		<p><u>Leadership Team Level</u> -PLC facilitator/ Math Resource Teacher with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction (ELP)</p>			
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	<p>study, during the unit of study and at the end of unit of study.</p> <ul style="list-style-type: none"> <li>--Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.</li> <li>-Give students choices in some of their learning activities.</li> </ul> <p><b>For High Performing, Gifted, Honors and Advanced Students, do I:</b></p> <ul style="list-style-type: none"> <li>--Make modifications to ensure students are challenged with higher-level thinking activities.</li> <li>-Use curriculum compacting, independent study, and extension activities where appropriate</li> </ul> <p><b>For Lower Ability and Students with Learning Difficulties:</b></p> <ul style="list-style-type: none"> <li>-Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.</li> </ul> <p><b>For English</b></p>					
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		<p><b>Language Learners:</b></p> <ul style="list-style-type: none"> <li>--Use gestures, visuals and graphic organizers when explaining concepts</li> <li>-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.</li> <li>-Recognize cultural/ experiential differences, and when feasible includes these in units and examples. <b>(EET Rubric 4d, 4e)</b></li> <li>-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. <b>(EET Rubric 1b)</b></li> <li>-PLCs identify the essential skills and learning targets</li> </ul>					
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	<p>for the upcoming unit of instruction. PLCs answer the question, “What do we want students to learn?” (EET Rubric 1e, 4d)</p> <p>-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?”</p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>                  -Teachers implement lessons using Differentiated Instruction activities. (EET Rubric 3c)                  -At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p><b>Check/Act</b>  <u>Teachers/PLCs after the Common Assessment</u>                  -Teachers bring their common assessment data to their PLCs.                  -Based on the data,</p>						
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		<p>teachers reflect on their own teaching. <b>(EET Rubric 4a)</b></p> <p>-PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons.</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p>-Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p> <p>-Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</p>					
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<p><u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 10% to 19 %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>10%</b></p>	<p><b>19%</b></p>					

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		<p>2.2 - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>2.2 <u>Strategy</u> The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/ standards increases through participation in higher order thinking questioning techniques/ /Webb's Depth of Knowledge 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. <b>(EET Rubric 1e, 3b)</b></p> <p><u>Action Steps</u> <b>Plan</b> <u>Teacher PD for General Higher Order</u> -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom.</p> <p><u>Planning/PLCs Before</u></p>	2.2.	2.2.	2.2.	
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		<p><u>the Lesson</u>                      -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?”  <b>(EET Rubric 1f, 4d)</b>                      -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.                      -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.  <b>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</b>                      -Within PLCs, teachers plan and write for higher order questions in upcoming lessons.  <b>(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</b></p> <p><b>Do/Check</b>  <u>Teachers in the Classroom</u>                      -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.  <b>(EET Rubric 1b, 3b, 3e)</b></p>				
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		<p>-During the lesson, teachers successfully engage all students in the discussion. <b>(EET Rubric 1b, 3b, 3e)</b></p> <p>-Students formulate many of the high-level questions and ensure that all voices are heard. <b>(EET Rubric 3b)</b></p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. <b>(EET Rubric 1c, 3a, 3b, 3c)</b></p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p><b>Check/Act</b>  <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. <b>(EET Rubric 4a)</b></p> <p>-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. <b>(EET 1c, 1f, 4a, 4d, 4e)</b></p>				
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			<p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <b>(EET Rubric 3d)</b></p> <p><u>Administrators/ Leadership Team</u></p> <p>-Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques/ Webb’s Depth of Knowledge in order to set up demonstration classrooms. <b>(EET 4d, 4e)</b></p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms. <b>(EET 4e)</b></p>				
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. <u>Strategy</u> Students’ math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?  <u>Actions/Details</u> -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will</p>	<p>3.1 <u>Who</u> -Principal -AP -Math Academic Coach -Math Resource Teacher -Mentor Teachers  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -Common assessments utilized -EET formal evaluations -EET Pop-Ins (Admin and Mentor) -EET formal observations (Admin and Mentor) -EET informal observation (Admin and Mentor) -School-based informal walk-through form which includes the school’s SIP strategies.</p>	<p>3.1 <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers monitor their students’ individual progress towards the SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs monitor their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address them?</i> <i>3. To what degree are we making progress towards our SMART goal?</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i> <i>6. Are there skills that need to re-taught to targeted students?</i> <i>7. How do we report and share our results with the Leadership Team?</i></p>	<p>3.1 <u>3x per year</u> District Baseline, Mid-Year Testing, and EOY Testing  <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>be identified/ generated prior to the teaching of the unit. -Grade level/ like-course PLCs use a <b>Plan-Do- Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>		<p><u>Leadership Team Level</u> -PLC facilitator/ Math Resource Teacher with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction (ELP)</p>			
<p><u>Mathematics Goal #3:</u>  Points earned from students making learning gains on the 2013 FCAT Math will increase from 64 points to 68 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>64 points</b></p>	<p><b>68 points</b></p>					

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		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>	4.1. <b>See Goals 1,2,3</b>	4.1.	4.1.	4.1.	4.1.		



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<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>81 Points</b></p>	<p><b>83 points</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p><b>2011-2012</b></p>	<p><b>2012-2013</b></p>	<p><b>2013-2014</b></p>	<p><b>2014-2015</b></p>	<p><b>2015-2016</b></p>	<p><b>2016-2017</b></p>	

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<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							
<p><u>Math Goal #5:</u></p>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b></p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. <b>See goals 1, 2, 3</b></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Math Goal #5A:</u>  In grades 3-5, _____ of the Black and Hispanic All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Black: 17% Hispanic:44% White: Target Met</p>	<p>Black: 25% Hispanic:50%</p>					
		<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	

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		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1.  <b>See goals 1, 2, 3</b>	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> In grades 3-5, _____ <b>Economically Disadvantaged</b> All Curriculum students will score a Level 3 or above on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>29%</b>	<b>36%</b>					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

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

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses.</p>	<p>5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <b><u>Cognitive Academic Language Learning Approach (CALLA)</u></b> strategy in math. strategy across Reading, Language Arts, Math, Social Studies and Science. <b><u>Action Steps</u></b> -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to</p>	<p>5C.1. <b><u>Who</u></b> -School based Administrators -ESOL Resource Teacher  <b><u>How</u></b> -Administrative and ERT walk-throughs using the walkthrough form from: <b><u>The CALLA Handbook</u></b>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.1 <b><u>Teacher Level</u></b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <b><u>PLC Level</u></b> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with content and/or grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data. <b><u>Leadership Team Level</u></b> -PLC facilitator/ ERT shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1. <b><u>3x per year</u></b> District Baseline, Mid-Year Testing, and EOY Testing  <b><u>During the Grading Period</u></b> -Common assessments (pre, post, mid, section, end of unit)</p>		
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		the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.					
<b>Mathematics Goal #5C:</b>  The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>19%</b>	<b>27%</b>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the ESE Specialist will put a system in place for this school year.</p>	<p>5D.1. <b><u>Strategy</u></b> SWD student achievement improves through the <b><u>effective and consistent implementation of students' IEP goals</u></b>, strategies, modifications, and accommodations. SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <b><u>Who</u></b> Principal, Assistance Principal, ESE Specialist  <b><u>How</u></b> IEP Progress Reports reviewed by APC</p>	<p>5D.1. <b><u>Teacher Level</u></b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <b><u>PLC Level</u></b> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <b><u>Leadership Team Level</u></b> -PLC facilitator/ ESE Specialist shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1 <b><u>3x per year</u></b> District Baseline, Mid-Year Testing, and EOY Testing  <b><u>During the Grading Period</u></b> Common assessments (pre, post, mid, section, end of unit)</p>		
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<p><u>Mathematics Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>26%</b></p>	<p><b>33%</b></p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	

*End of Elementary or Middle School Mathematics Goals*

**Mathematics Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices in Math	K-5	Math Resource	School wide	Pre planning	Classroom Walk Throughs	Administration Team Instructional Coaches Content Resource Teachers
HOT Talk Cool Moves	K-5	Math Resource	Schoolwide	Ongoing	Classroom Walkthroughs	Administration Team Instructional Coaches Content Resource Teachers
Lesson Study Cycles	K-2	Math Resource	K-2	November 2012	Classroom Walkthroughs	Administration Team Instructional Coaches Content Resource Teachers

*End of Mathematics Goals*

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Elementary and Middle School Science Goals

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses and to have in-depth planning to walk through each 5E</p>	<p>1.1 <b>Strategy</b> Students' science skills will improve through participation in the <b>5E instructional model.</b> <b>Action Steps</b> -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end</p>	<p>1.1 <b>Who</b> Principal APC Science Resource Teacher  <b>How Monitored</b> -Classroom walk-throughs observing this strategy. -PLC Logs turned into administration</p>	<p>1.1 <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal.  <b>Leadership Team Level</b> -PLC facilitator/ Science Resource Teacher shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1 <b>3x per year</b> District-level baseline and mid-year tests, EOY Tests  <b>During the Grading Period</b> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.) -mini-assessments -unit assessments</p>		
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		of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.					
<u>Science Goal #1:</u>  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 34% to 41%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>34%</b>	<b>41%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p>	<p>2.1 -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>2.1 <b>Strategy</b> Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <b>close reading model</b> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 2 times per nine weeks.  <b>Action Steps</b> <b>Professional Development</b> -The Reading Coach along with the Science Resource Teacher conduct</p>	<p>2.1. Same as 1.1</p>	<p>2.1. Same as 1.1</p>	<p>2.1. Same as 1.1</p>		
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		<p>small group departmental trainings to develop teachers' ability to use the close reading model.                      -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.                      -Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><b><i>In PLCs/ Department</i></b>                      -Teachers work in their PLCs to locate, discuss, and disseminate appropriate</p>					
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		<p>texts to supplement their textbooks.</p> <ul style="list-style-type: none"> <li>-PLCs review Close Reading Selections to determine word count and high-Lexile.</li> <li>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</li> <li>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous</li> <li>- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text.</li> </ul> <p>Teachers use this information to build future close reading lessons.</p>					
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	<p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> <li>-Guide students through text without reading or explaining the meaning of the text using the following:</li> <li>--Introducing critical vocabulary to ensure comprehension of text.</li> <li>--Stating an essential question prior to reading</li> <li>--Using questions to check for understanding.</li> <li>--Using question to engage students in discussion.</li> <li>--Requiring oral and written responses to text.</li> <li>-Ask text-based questions that require close reading of the text and multiple reads of the text.</li> </ul> <p><i>During the lessons, students:</i></p> <ul style="list-style-type: none"> <li>-Grapple with complex text.</li> <li>-Re-read for a</li> </ul>					
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		second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.					
<p><u>Science Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 9 % to 19%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>9%</b>	<b>19%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

<b>Professional</b>						
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<b>Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Inquiry Mondays	K-5	Science Resource	School-Wide	On going	Classroom Walk Throughs	Administration Team Instructional Coaches Content Resource Teachers
Purposeful Planning	K-5	Science Resource	School-Wide	On going	Classroom Walk Throughs	Administration Team Instructional Coaches Content Resource Teachers
STEM Fair	K-5	Science Resource	School-Wide	On going	Classroom Walk Throughs	Administration Team Instructional Coaches Content Resource Teachers

*End of Science Goals*

**Writing/Language Arts Goals**

<b>Writing/ Language Arts Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p><b>Strategy</b> Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p><b>Action Steps</b> -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)</p> <p><b>Plan:</b> -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction</p>	<p><b>Who</b> Principal Assistant Principal Writing Resource Teacher  District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><b>How Monitored</b> -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)</p>	<p>See "Check" &amp; "Act" action steps in the strategies column</p>	<p>-Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios -STAR Conferences</p>		
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	<p>-Lesson planning based on the needs of students</p> <p><b><u>Do:</u></b></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p> <p><b><u>Check:</u></b></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis of student writing to determine trends and needs</p> <p><b><u>Act:</u></b></p> <p>-Receive additional professional development in areas of need</p> <p>-Seek additional professional knowledge through book studies/research</p> <p>-Spread the use of effective practices across the school based on evidence shown in the best practice of others</p>					
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		-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)					
<b>Writing/LA Goal #1:</b> The percentage of students scoring <b>Level 3.0</b> or higher on the 2013 FCAT Writes will increase from 84% to 86%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>84%</b>	<b>86%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a							
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professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	K-5	Writing Resource	School Wide	On going	Classroom Walk Throughs	Administration Team Instructional Coaches Content Resource Teachers

*End of Writing Goals*



**Attendance Goal(s)**

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

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<p><b>1. Attendance</b></p>	<p>1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.</p>	<p>1.1 <b>Tier 1</b> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710).</p>	<p>1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1 Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/ Tardy data Ed Connect</p>		
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Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<p>1. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013.</p> <p>2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013.</p> <p>The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10% (<b>133 in 2012 to 119 in 2013</b>)</p> <p>3. The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 10% (<b>115 in 2012 to 103 in 2012</b>).</p>							
	<b>93%</b>	<b>96%</b>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<b>133</b>	<b>119</b>					

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	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<b>115</b>	<b>103</b>					
		1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 <b>Tier 2</b> Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.2 Social Worker Guidance Counselor PSLT	1.2 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	1.2 Instructional Planning Tool Attendance/Tardy data	
		1.3.	1.3. An additional monthly incentive plan focused on increasing attendance in grades K-1 (based on deficit the prior year)	1.3. Attendance committee will meet monthly to discuss the plan of action for monthly incentives and to determine progress towards goal	1.3. Attendance committee will monitor the attendance data from the targeted group of students.	1.3. Instructional Planning Tool Attendance/Tardy data Ed Connect	

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

*End of Attendance Goals*

Suspension Goal(s)

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

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<p><b>1. Suspension</b></p>	<p>1.1 Teachers at varying levels of implementation of classroom management strategies</p>	<p>1.1 -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.</p>	<p>1.1 Administration, behavior support personnel, student services</p>	<p>1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school/in school suspensions, data monthly.</p>	<p>1.1 Suspension data cross-referenced with mainframe discipline data</p>		
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<p><b>Suspension Goal #1:</b></p> <p>1. The total number of In-School Suspensions will decrease by 10%. <b>(60 in 2012 to 54 in 2013)</b></p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. <b>(36 in 2012 to 32 in 2013)</b></p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%. <b>(131 in 2012 to 117 in 2013)</b></p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. <b>(62 in 2012 to 55 in 2013)</b></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<b>60</b>	<b>54</b>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<b>36</b>	<b>32</b>					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					

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	<b>131</b>	<b>117</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>62</b>	<b>55</b>					
		1.2 Limited change of placement	1.2 Lunch detention, work detail, and in school detention will be considered before out of school suspension	1.2 Administration, behavior support personnel, student services	1.2 Daily log of student behavior	1.2 Office visit log	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
School Wide Behavior Development Plan	K-5	Discipline Committee	School-wide	Ongoing	Classroom walk throughs	Administration Leadership Team
Olweus Bullying Prevention	K-5	Discipline Committee	School-wide	Ongoing	Classroom walk throughs	Administration Leadership team



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*End of Suspension Goals*

**Health and Fitness Goal(s)**

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

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

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<p><b>1. Health and Fitness Goal</b></p>	<p>1.1.</p>	<p>1.1. Action Plan Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team</p> <p>Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities</p>	<p>1.1. Person Responsible: H.E.A.R.T Team and PE Coach</p> <p>How: notes from meeting, PE lesson plans</p>	<p>1.1. Improvement on PACER test</p>	<p>1.1. PACER test</p>		
<p>Health and Fitness Goal #1:  Increase the number of 5<sup>th</sup> grade students scoring in the "Healthy Fitness Zone" by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><b>71%</b></p>	<p><b>81%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Health and Fitness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Review brain break ideas	all	H.E.A.R.T team	School-wide	On-going	Walk throughs	administrators
Update on PE trends and PACER test	PE	PE Coach	School-wide	Second nine weeks	Walk throughs	administrators

**Continuous Improvement Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						

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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		
<b>1. Continuous Improvement Goal</b>	1.1. Lack of Time  Not staying focused	1.1. PLC's will meet twice a month throughout the school year  PLC facilitators and PST core will attend a PLC training  Updated PLC log will be distributed and utilized	1.1. Administrators will read and post PLC log for faculty  Attendance records at PLC training will be checked by administration	1.1. Improved student achievement By using the interventions documented on the PLC log  PLC facilitators and PST core will ensure the PLC form is completed properly to enhance student learning	1.1. PLC log		
<u>Continuous Improvement Goal #1:</u>  The percentage of <b>teachers</b> who strongly agree that they met on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/ assessments that improve student performance based on PLC logs will increase from 76.7% in 2011/12 to 78% in 2012/13.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<b>76.7%</b>	<b>78%</b>					

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

**Continuous Improvement Goals Professional Development**

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

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Not enough students to write a goal.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	B.1.	B.1.	B.1.	B.1.		
	<u>2012 Current Level of Performance:*</u> Not enough students to write a goal.	<u>2013 Expected Level of Performance:*</u>					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

**NEW Comprehensive English Language Learning Assessment (CELLA) Goals**

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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><b>C. Students scoring proficient in Listening/Speaking.</b></p>	<p>1.1.</p>	<p>1.1. <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from ___% to ___%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><b>51%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	



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<p><b>D. Students scoring proficient in Reading.</b></p>	<p>2.1.</p>	<p>2.1. <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from ____% to ____%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading .</u></p>					
	<p><b>13%</b></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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<b>E. Students scoring proficient in Writing.</b>	2.1.	2.1 <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>	2.1.	2.1.	2.1.	
<b>CELLA Goal #E:</b>  The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from ____% to ____%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<b>13%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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

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following group:							
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>	F.1.	F.1.	F.1.	F.1.	F.1.		
<b>Mathematics Goal F:</b> Not enough students to write a goal.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	G.1.	G.1.	G.1.	G.1.	G.1.		

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<b>Mathematics Goal</b> G: Not enough students to write a goal.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>J. Florida Alternate Assessment:</b> Students scoring at proficient in science (Levels 4-9).</p>	J.1.	J.1.	J.1.	J.1.	J.1.		
<p>Science Goal J: Not enough students to write a goal.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

**NEW Writing Florida Alternate Assessment Goal**

<p><b>Writing Goals</b></p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></p>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>	M.1.	M.1.	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> Not enough students to write a goal.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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<p><b>STEM Goal #1:</b> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1 Need common planning time for math, science, and other STEM teachers</p>	<p>1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1 PLC or grade level lead -Subject Area Leaders</p>	<p>1.1 Administrative walk-throughs</p>	<p>1.1 Logging number of project-based learning in math, science per nine week. Share data with teachers.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**STEM Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>STEM Fair</p>	<p>K-5</p>	<p>Science Resource</p>	<p>School-Wide</p>	<p>On going</p>	<p>Classroom Walk Throughs</p>	<p>Administration Team Instructional Coaches Content Resource Teachers</p>

*End of STEM Goal(s)*

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u> Sustain/Increase the number of Career Technical Student Organization chapters from <b>25</b> in 2011-2012 to <b>30</b> in 2012-2013.</p>	<p>1.1. Lack of participants eligibility to become involved during school hours.</p>	<p>1.1. Increase involvement from community and professional business members sharing career opportunities and college readiness information</p>	<p>1.1. SAC members, support personnel and Guidance Counselor</p>	<p>1.1. Aggregate and analyze the data annually to develop next steps</p>	<p>1.1. Log of number of GATI participants</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

Professional Development						
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<b>(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Establishing or growing a CTSO.	6-8	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

*End of CTE Goal(s)*

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

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

Yes       No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Student Incentives	Purchase/Finance resources for reinforcement of School wide positive behavior plan	400.00	
Instructional Materials	Purchase supplemental instructional materials for any/all subject areas	600.00	
Final Amount Spent			