FLORIDA DEPARTMENT OF EDUCATION

J.S. Robinson Elementary
School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: J.S. Robinson Elementary	District Name: Hillsborough
Principal: Alicia Wilkerson	Superintendent: MaryEllen Elia
SAC Chair: Katie Gilmore/ Cara Balliet	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Principal	Alicia Wilkerson	M.A.-Ed. Leadership BA- Early Childhood & Elementary Education Gifted ESOL Principalship	7	7	11/12 C Grade
					    Reading – No Learning Gains
					    Math - Learning Gains Made
					    Science – Goal Not Met
					    Writing – Goal Not Met
					10/11 B Grade, 74% AYP
					09/10 B Grade, 82% AYP
					08/09 A Grade, 85% AYP
					07/08 C Grade, 95% AYP

| | Michelle McClellan | Ed.S.- Ed Leadership
M.Ed..- Curriculum &
Instruction
B.S.-Elem. Education
ESOL | 2 | 2 | 11/12 C Grade
    Reading – No Learning Gains
    Math - Learning Gains Made
    Science – Goal Not Met
    Writing – Goal Not Met

10/11 B Grade, 74% AYP |

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sherry Allen	Elementary Ed ESOL	13	13	11/12 C Grade 10/11 B Grade, 74% AYP 09/10 B Grade, 82% AYP 08/09 A Grade, 85% AYP
Writing	Laura Edgemon	Elementary Ed ESOL	15	5	11/12 C Grade 10/11 B Grade, 74% AYP 09/10 B Grade, 82% AYP 08/09 A Grade, 85% AYP
Math	Wendy Cummings	Primary Ed Elementary Ed ESOL Gifted	19	3	11/12 C Grade 10/11 B Grade, 74% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
15	The following strategies are being implemented: • Florida Inclusion Network is working with teachers to improve collaborative teaching practices. • The Tough Kid Toolbox training is being provided to all staff to improve behaviors that impact instruction. • Teachers are encouraged and provided with information to obtain appropriate certification and endorsements.

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
61	18%	21%	29.5%	31%	34%	100%	0.03%	0.049%	65.5%

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 Assigned	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
District Mentor	Black, Kerry	District TIP Procedures for New Teachers	Ongoing professional development
District Mentor	Judd, Tanya	District TIP Procedures for New Teachers	Ongoing professional development
District Mentor	Lopez, Loren	District TIP Procedures for New Teachers	Ongoing professional development

District Mentor	Marquis, Crystal	District TIP Procedures for New Teachers	Ongoing professional development
District Mentor	Smith, Mahaley	District TIP Procedures for New Teachers	Ongoing professional development
District Mentor	St. Martin, Patricia	District TIP Procedures for New Teachers	Ongoing professional development
District Mentor	Vaughn, Lynda	District TIP Procedures for New Teachers	Ongoing professional development
District Mentor	Wall, Briana	District TIP Procedures for New Teachers	Ongoing professional development
Site-based Support/Administration	Amann, Heather	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Baker, Collette	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Castillo, Rugina	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Dobbs, Frances	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Joyce, Kyisaiah	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Kennedy, Shanna	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Ott, Karen	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	Philpot, Tara	District TIP Procedures for Head Start Teachers	Ongoing professional development
Site-based Support/Administration	Reed, Trinity	District TIP Procedures for Experienced Teachers	Ongoing professional development
Site-based Support/Administration	High, Jennifer	District TIP Procedures for School Psychologists	Ongoing professional development

Site-based Support/Administration	Smiley, Elizabeth	District TIP Procedures for Migrant Advocates	Ongoing professional development

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant 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.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs n/a
Nutrition Programs n/a
Housing Programs n/a

Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education n/a
Career and Technical Education n/a
Job Training n/a
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes: • Principal • Assistant Principal for Curriculum • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • ESE Specialist • Media Specialist • Math Resource Teacher
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data. Each member is an active role of a Professional Learning Community serving as facilitator of this group. The MTSS Leadership Team will meet twice monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
    - Tutoring during the day in small group pull-outs
    - Extended Learning Programs during and after school
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
    - Implementation and support of PLCs
    - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
    - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
    - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
    - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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

- The School Improvement Plan is the working document that guides the work of the MTSS Leadership Team. 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 MTSS Leadership Team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks.

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.

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
Baseline and Mid year District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers

Reading, Math, Writing and Science		
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	individual teachers, PLC/Rti Facilitator
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

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

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

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that: • assess the same skills over time • have multiple equivalent forms • are sensitive to small amounts of growth over time.
Describe the plan to train staff on MTSS. The staff will receive training from the district RtI Facilitator in a small groups sessions to allow for increased understanding of the paperwork and MTSS process. Continuous training and updates will be provided throughout the school year.
Describe plan to support MTSS. MTSS will be supported through the use of grade level MTSS Facilitators. This approach will ensure that fidelity is carried out and appropriate data is being collected and analyzed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • Assistant Principal for Curriculum • Guidance Counselor • School Psychologist • Reading Coach • Reading Resource Teacher • ELL Resource Teacher • ESE Specialist • Social Worker • Migrant Advocate
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

What will be the major initiatives of the LLT this year?
- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

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

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

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.

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

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

*High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: **In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 44% to 50%**	2012 Current Level of Performance:* **44%**	2013 Expected Level of Performance:* **50%**	1.1. -New Teacher to grade level -Planning Time -Scheduling/ Time Constraints	1.1. **Strategy** The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM) / Road to Success** along with **Differentiated Instruction** as a result of the problem solving model. **Action Steps** 1. Teachers will instruct students using the core curriculum, incorporating DI strategies from their PLC/ team meeting discussions. 2. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 3. Teachers bring assessment data back to their PLCs/ team meeting weekly. 4. Based on the data, teachers discuss strategies that were used. 5. Based on the data,	1.1. Who -Principal -Assistant Principal -Reading Coach -PLC /RtI Members How -PLC logs turned into administration and Administration provides feedback. -RtI Facilitator will monitor data -Classroom walk-throughs observing these strategies. -Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. . -Monitoring data will be reviewed every nine weeks.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -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. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. 2-3x Per Year -FAIR -FCAT Practice Test -DRAs During Nine Weeks -Weekly reading assessments -Running records (primary) -Unit reading tests -I station reports -Easy CBM

| | | | | 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 or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.
6. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).
7. Teachers record data in a progress monitoring tool and complete fidelity checks. | | | |
| | | | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. -New Teacher to grade level -Planning Time -Scheduling/ Time Constraints	2.1 Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading skills will improve through teachers using RtI enrichment and DI. Action Steps. 1. After instruction of the core curriculum teachers will provide accelerated instruction and enrichment for those students demonstrating mastery of the core materials. 2. Instruction will be modified and enriched for the targeted students on a weekly basis.	2.1. Who -Principal -Assistant Principal -Reading Coach -PLC /Rti Leadership How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. .	2.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -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	2.1. 2-3x Per Year -FAIR -DRA's -FCAT Practice Test During Nine Weeks -Weekly reading assessments -Unit reading tests -Fluency checks
Reading Goal #2: **In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 21% to 24%**	2012 Current Level of Performance:* **21%**	2013 Expected Level of Performance:* **24%**					

					-Monitoring data will be reviewed every nine weeks.	chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading. Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 56 points to 59 points.	2012 Current Level of Performance:* **56 points**	2013 Expected Level of Performance:* **59 points**	3.1. -Collaboration between classroom teachers and day tutors -Student attendance	3.1. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers utilizing tutoring intervention. Action Steps 1. Classroom teachers will communicate with day tutors regarding specific skills that students have not mastered. 2. Day tutors will meet with teachers to identify lessons for students that target the identified need. 3. Students will receive targeted instruction to focus on their area of concern.	3.1. Who -Principal -Assistant Principal -Reading Coach -PLC /Rti Leadership - Instructional Tutors How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	3.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -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. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.1. 2-3x Per Year -FAIR -DRA's -FCAT Practice Test During Nine Weeks -Weekly reading assessments -Unit reading tests -Fluency checks

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. Reading Goal #4: Points earned from students making learning gains in the lowest 25% on the 2013 FCAT Reading will increase from 53 points to 56 points.	2012 Current Level of Performance:* **53 points**	2013 Expected Level of Performance:* **56 points**	4.1. -Collaboration between classroom teachers and day tutors -Student attendance	4.1. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers utilizing tutoring intervention. Action Steps 1. Classroom teachers will communicate with day tutors regarding specific skills that students have not mastered. 2. Day tutors will meet with teachers to identify lessons for students that target the identified need. 3. Students will receive targeted instruction to focus on their area of concern.	4.1. Who -Principal -Assistant Principal -Reading Coach -PLC /Rti Leadership - Instructional Tutors How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	4.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -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. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	4.1. 2-3x Per Year -FAIR -DRA's -FCAT Practice Test During Nine Weeks -Weekly reading assessments -Unit reading tests -Fluency checks
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:							

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Hispanic: 54 White: 62 ELL: 40 SWD: 40 Econ. Dis.: 57	Hispanic: 58 White: 66 ELL: 46 SWD: 45 Econ. Dis.: 61	Hispanic: 62 White: 69 ELL: 52 SWD: 50 Econ. Dis. : 65	Hispanic: 66 White: 72 ELL: 58 SWD: 55 Econ. Dis.: 69	Hispanic: 70 / Hispanic: 74 White: 75 / White: 78 ELL: 64 / ELL: 70 SWD: 60 /SWD: 65 Econ. Dis.: 73 / Econ. Dis.: 77	
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. See Goal 1, 3 and 4	5A.1. See Goal 1, 3, and 4	5A.1. See Goal 1, 3 and 4	5A.1. See Goal 1, 3, and 4	5A.1. See Goal 1, 3 and 4.	

Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 53% to 58%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 42% to 48%.	White: 53 Black: N/A Hispanic: 42 Asian: N/A American: N/A Indian: N/A	White: 58 Black: N/A Hispanic: 48 Asian: N/A American: N/A Indian: N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. Attendance Parental Support Basic Life Needs	5B.1. Teachers will utilize Guidance Referrals to address student needs. The school will provide opportunities for parental support through parents nights. Guidance department will utilize a student mentoring program that includes and "check-in, check-out" mentoring intervention.	5B.1. Who -Principal -Assistant Principal -Reading Coach -PLC /Rti Leadership - Instructional Tutors How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in	5B.1. Improved attendance and parent involvement. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the	5B.1 Parent Surveys 2-3x Per Year -FAIR -DRA's -FCAT Practice Test During Nine Weeks -Weekly reading assessments -Unit reading tests -Fluency checks

Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
. The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 41% to 47%.	**41%**	**47%**

					teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Language	5C.1. Translators will be provided at meetings Documents sent home will be translated Spanish/English Dictionaries are provided for students ELL strategies are incorporated in all classrooms.	5C.1. <u>Who</u> -Principal -Assistant Principal -Reading Coach -PLC /Rti Leadership - Instructional Tutors <u>How</u> -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	3.1. Review of data collection forms.	3.1. <u>2-3x Per Year</u> -FAIR -DRA's -FCAT Practice Test <u>During Nine Weeks</u> -Weekly reading assessments -Unit reading tests -Fluency checks
<u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 35% to 42%.	2012 Current Level of Performance:* **35%**	2013 Expected Level of Performance:* **42%**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Medical Needs Attendance Lack of Disability Awareness	5D.1. Nurse provides trainings to teachers regarding student medical needs through Care Plans. Collaborative Instruction to target SWD needs. Paraprofessionals are utilized to assist with student achievement/behavior. Teachers will be aware of IEP needs/accommodations.	5D.1. Who -Principal -Assistant Principal -ESE Specialist -Reading Coach -PLC /Rti Leadership - Instructional Tutors How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	3.1. Review of data collection forms.	3.1. 2-3x Per Year -FAIR -DRA's -FCAT Practice Test During Nine Weeks -Weekly reading assessments -Unit reading tests -Fluency checks
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 29% to 36%.	2012 Current Level of Performance:* **29%**	2013 Expected Level of Performance:* **36%**					

Reading Professional Development

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

On-going Reading Professional Development	Pre-K-5	Reading Coach	School Wide	Training will be provided on various early release Mondays throughout the year. Ce	Administrator walkthroughs and coaching cycles will be utilized.	Administration/ Reading Coach
Cella Data Training	K-5	ELL Resource Teacher	School Wide	Beginning and End of Year	Lesson Plan Check and Walk Through.	

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). Mathematics Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math will increase from 43% to 50%.	2012 Current Level of Performance:* **43%**	2013 Expected Level of Performance:* **50%**	1.1. -Teachers new to grade level. -New standards and teaching resources -Reading Comprehension -Teachers' needing a better understanding of how to implement DI with both low performing and high performing students.	1.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' math scores will improve through teachers using the **Core Continuous Improvement Model** (C-CIM) along with **Differentiated Instruction** as a result of the problem solving model. **Action Steps** 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs.	1.1. Who -Principal -Assistant Principal -PLC /Rti Leadership -Math Resource How -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	1.1. PLC's will record unit assessments and discuss trends, successes and remediation needs in the PLC meetings. PLC unit assessment data will be recorded in the school data tracking forms (excel spread sheet). PLCs will review unit assessments and record the increase in the number of students reaching at least 70% mastery on units of instruction.	1.1 2-3x Per Year Average of Go Math Chapter Test During Nine Weeks Formative Math Assessments Chapter tests.

		5. Based on the data, teachers discuss strategies that were effective. 6. 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 or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. PLCs record their work in progress monitoring tool.			
1.2.	1.2. Strategy: Teachers will use technology and hands-on activities to support the Sunshine State Standards. Action Steps 1. Teachers will share ideas during PLC's/ team meetings and plan effective use of technology and hands on activities. 2. Teachers will implement strategies and model ideas for other team members needing assistance.	1.2. Who -Principal -Assistant Principal -PLC /Rti Leadership -Math Resource How -Classroom walk-throughs observing these strategies. -Evidence of technology and hands on learning is seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	1.2. PLC's will record unit assessments and discuss trends, successes and remediation needs in the PLC meetings. PLC unit assessment data will be recorded in the school data tracking forms (excel spread sheet). PLCs will review unit assessments and record the increase in the number of students reaching at least 70% mastery on units of instruction.	1.2. 2-3x Per Year District, baseline, and midyear testing. During Nine Weeks Go Math Chapter Test	

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

2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. -Teachers new to grade level. -New standards and teaching resources -Reading Comprehension -Teachers' needing a better understanding of how to implement DI with both low performing and high performing students.	2.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' math scores will improve through teachers using the **Core Continuous Improvement Model** (C-CIM) along with **Differentiated Instruction** as a result of the problem solving model. **Action Steps** 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. 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 or re-teach for the whole class and c)	2.1. Who -Principal -Assistant Principal -PLC /Rti Leadership -Math Resource How -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	2.1. PLC's will record unit assessments and discuss trends, successes and remediation needs in the PLC meetings. PLC unit assessment data will be recorded in the school data tracking forms (excel spread sheet). PLCs will review unit assessments and record the increase in the number of students reaching at least 70% mastery on units of instruction.	2.1. <u>2-3x Per Year</u> Average of Go Math Chapter Test <u>During Nine Weeks</u> Formative Math Assessments Chapter tests.
<u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from <u>16%</u> to <u>19%</u>.	<u>2012 Current Level of Performance:*</u> **16%**	<u>2013 Expected Level of Performance:*</u> **19%**					

				decide what skills need to re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. PLCs record their work in progress monitoring tool.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. See 1.1 and 1.2	3.1. See 1.1 and 1.2	3.1 . See 1.1 and 1.2	3.1. See 1.1 and 1.2	3.1. See 1.1 and 1.2
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 60 points to 63 points.	2012 Current Level of Performance:* **60 points**	2013 Expected Level of Performance:* **63 points**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. Parental support Attendance Variety of Instructional Techniques Time Reading Comprehension	4.1. Strategy Student's math skills will improve through the participation in supplemental ELP instruction. Action Steps 1. Classroom teachers will communicate with ELP teachers regarding specific skills that students have not mastered.	4.1. Who -Principal -Assistant Principal -PLC /Rti Leadership -Math Resource How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these	4.1. Review of ELP data.	4.1. 2-3x Per Year Average of Go Math Chapter Test During Nine Weeks Formative Math Assessments Chapter tests
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 44 points to 47 points.	2012 Current Level of Performance:* **44 points**	2013 Expected Level of Performance:* **47 points**					

				2. ELP teachers identify lessons for students that target the identified need. 3. Students attend ELP sessions.	strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Hispanic: 53 White: 58 ELL: 40 SWD: 42 Econ. Dis.: 51	Hispanic: 58 White: 62 ELL: 46 SWD: 48 Econ. Dis.: 56	Hispanic: 63 White: 66 ELL: 52 SWD: 54 Econ. Dis.: 61	Hispanic: 68 White: 70 ELL: 58 SWD: 60 Econ. Dis.: 66	Hispanic: 73 / Hispanic: 78 White: 74 / White: 78 ELL: 64 / ELL: 70 SWD: 66 /SWD: 72 Econ. Dis.: 71 / Econ. Dis.: 76	
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. See Goals 1 and 4	5A.1. See Goals 1 and 4	5A.1. See Goals 1 and 4	5A.1. See Goals 1 and 4	5A.1. See Goals 1 and 4	
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 46% to 51%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 44% to 50%.	2012 Current Level of Performance:* White: 46 Black: N/A Hispanic:44 Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 51 Black: N/A Hispanic:50 Asian: N/A American Indian: N/A						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. Attendance Parental Support Basic Life Needs	5B.1. A morning math breakfast club will be initiated to provide intense math support. Curriculum Night will be held to encourage parent involvement.	5B.1. Who -Principal -Assistant Principal -Math Resource Teacher -PLC /Rti Leadership - Instructional Tutors How -PLC logs turned into administration and Administration provides feedback. -Classroom walk-throughs observing these strategies. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	5B.1. Improved attendance and parent involvement. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -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. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5B.1 Parent Surveys 2-3x Per Year Average of Go Math Chapter Test During Nine Weeks Formative Math Assessments Chapter tests
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 41% to 47%. .	2012 Current Level of Performance:* **41%**	2013 Expected Level of Performance:* **47%**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1. Who	5C.1. Review of data collection	5 C.1 2-3x Per Year

| | | | Language | Translators will be provided at meetings

Documents sent home will be translated

Spanish/English Dictionaries are provided for students

ELL strategies are incorporated in all classrooms.

ELL Resource teacher will present ELL strategies to the staff. | -Principal
-Assistant Principal
-Reading Coach
-PLC /Rti Leadership
- Instructional Tutors

How
-PLC logs turned into administration and Administration provides feedback.
-Classroom walk-throughs observing these strategies.
Evidence of strategies in teachers' lesson plans seen during administration walk-throughs.
-Monitoring data will be reviewed every nine weeks. | forms. | Average of Go Math Chapter Test

During Nine Weeks Formative Math Assessments Chapter tests |
|---|---|---|---|---|---|---|---|
| **Mathematics Goal #5C:**

The percentage of English Language Learner students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 35% to 42%.
.
. | 2012 Current Level of Performance:* **35%** | 2013 Expected Level of Performance:* **42%** | | | | | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.

Medical Needs

Attendance

Lack of Disability Awareness | 5D.1.

Nurse provides trainings to teachers regarding student medical needs through Care Plans.

Collaborative Instruction to target SWD needs.

Paraprofessionals are utilized to assist with student achievement/behavior.

Teachers will be aware of IEP needs/accommodations. | 5D.1.
Who
-Principal
-Assistant Principal
-ESE Specialist
-Reading Coach
-PLC /Rti Leadership
- Instructional Tutors

How
-PLC logs turned into administration and Administration provides feedback.
-Classroom walk-throughs observing these strategies.
Evidence of strategies in teachers' lesson plans seen during administration walk- | 5D.1
Review of data collection forms. | 5D.1
2-3x Per Year
Average of Go Math Chapter Test

During Nine Weeks Formative Math Assessments Chapter tests |
| **Mathematics Goal #5D:**

The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 24% to 32%.
.
. | 2012 Current Level of Performance:* **24%** | 2013 Expected Level of Performance:* **32%** | | | | | |

				throughs. -Monitoring data will be reviewed every nine weeks.		

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On-going Reading Professional Development	Pre-K-5	Math Resource Teacher	School Wide	Training will be provided on various early release Mondays throughout the year.	Administrator walkthroughs and coaching cycles will be utilized.	Administration/ Math Resource Teacher

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: . The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 31% to 40%.	2012 Current Level of Performance:* **31%**	2013 Expected Level of Performance:* **40%**	1.1. -Reading and writing ability of students -time and materials -ELL Vocabulary -Students lack of background and foundational knowledge. -New Resources Not having a Science resource teacher	1.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal science teachers will increase the number of inquiry based instruction per unit of instruction Action Steps 1. Teachers will increase the number of activities incorporating the use of technology, lab, investigations, and hands on materials. 2. Teachers will attend district science trainings and share information with their PLC's 3. At the end of the unit Teachers give a common assessment identified from the core curriculum material. 4. Based on data teachers discuss inquiry based instruction strategies that were effective.	1.1. Who -Principal -Assistant Principal -PLC /Rti Leadership How -Classroom walk-throughs observing these strategies.	1.1. Progress monitoring Science Interactive Notebooks	1.1. 2-3x Per Year Average of Monthly Assessment During Nine Weeks Chapter/Unit Assessments
			1.2	1.2.	1.2.	1.2.	1.2.

			Strategy: Students' science skills will increase when teachers use interactive Word Walls that are current, organized, student/teacher developed and referenced throughout instruction to help students increase vocabulary acquisition and use of content vocabulary. Action Steps 1.Teachers will use a 5 day vocabulary routine. 2. Usage of word wall and Science Interactive Notebook.	Who -Principal -Assistant Principal -PLC /Rti Leadership How -Classroom walk-throughs observing these strategies.	Progress monitoring	2-3x Per Year Average of Monthly Assessment During Nine Weeks Chapter/Unit Assessments
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. See 1.1	2.1 Strategy See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 6% to 9%.	2012 Current Level of Performance:* **6%**	2013Expected Level of Performance:* **9%**					

Science Professional Development

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

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

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
Please note that each Strategy does not require a professional development or PLC activity.
Science Instruction	K-5	District Academic Coach	All Science Teachers	On-Going	Lesson Plans – Long term investigations and vocabulary instruction	Administration and Science Teachers

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 76% to 79%.	2012 Current Level of Performance:* **76%**	2013 Expected Level of Performance:* **79%**	1.1. Time Scheduling	1.1. **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) *Plan:* -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students *Do:* -Daily/ongoing models and application of appropriate mode-specific writing based	1.1. Who Teachers Principal/AP Writing Resource How PLC Progress Monitoring Tool Admin. Walk Throughs	1.1. See "Check" & "Act" action steps in the strategies column	1.1. 2-3x Per Year Student monthly demand writes. During Nine Weeks Monthly student demand writes. Student daily drafts and conferencing notes.

				on teaching points -Daily/ongoing conferencing *Check:* Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs *Act:* -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			
			1.2. Transportation	1.2. Strategy Students will be invited to attend a Saturday Writing Academy during February. Action Steps 1. Parents will be encouraged to have students attend the Saturday Academy. 2. Students will receive intensive writing instruction in a small group setting.	1.2. Who Teachers Principal/AP Writing Resource How PLC Progress Monitoring Tool Admin. Walk Throughs	1.2. Pre and Post assessments will be used to determine effectiveness of the academy.	1.2. 2-3x Per Year Student monthly demand writes. During Nine Weeks Monthly student demand writes. Student daily drafts and conferencing notes.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Review Meetings	4th Grade	District Personnel and Writing Resource Teacher	4th Grade Writing Teachers	On-Going	Walk-Throughs/ Writing assessments	Administration and Writing Resource Teacher

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance Attendance Goal #1: The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 59 in 2011-2012 to 49 in 2012-2013. The number of students who have 10 or more unexcused tardies throughout the school year will decrease from 85 in 2011-2012 to 75 in 2012-2013.	2012 Current Attendance Rate:* **95** 2012 Current Number of Students with Excessive Absences (10 or more) **59** 2012 Current Number of Students with Excessive Tardies (10 or more) **85**	2013 Expected Attendance Rate:* **96** 2013 Expected Number of Students with Excessive Absences (10 or more) **49** 2013 Expected Number of Students with Excessive Tardies (10 or more) **75**	1.1. Economic Hardship -Medical Needs	1.1. The Administrative Team along with other appropriate staff will discuss bi-weekly the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A database will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.	1.1. Social Worker Guidance Counselor Administrators Data Processor	1.1. A database will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.	1.1. Review of monthly attendance reports as well as tardies and early sign outs.
			1.2. -Willing volunteers to serve in this capacity	1.2. A mentoring program will be implemented with students who have significant attendance issues. Check-in and Check-Out Mentoring System	1.2. Social Worker Guidance Counselor	1.2. A database will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.	1.2. Review of monthly attendance reports as well as tardies and early sign outs.
			1.3. -time to pull the information and prepare the letters.	1.3. Beginning at the 5th unexcused absence, guidance and social work collaborate to assure that a letter is sent home to parents outlining the state statute that requires parents to send students to	1.3. Social Worker Guidance Counselor Administrators Data Processor	1.3. A database will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.	1.3 Review of monthly attendance reports as well as tardies and early sign outs.

			school.		

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy and Procedures	Pre-K - 5	Social Worker and RTI Facilitators	All Teachers	On-Going	Attendance Data	Administration, Social Worker, DP Clerk

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			**Problem-solving Process to Decrease Suspension**				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension Suspension Goal #1: The total number of In-School Suspensions will decrease from 17 in 2011-2012 to 10 in 2012-2013. The total number of students receiving In-School Suspensions will decrease from 15 in 2011-2012 to 10 in 2012-2013 The total number of Out-of-School Suspensions	2012 Total Number of In –School Suspensions **17** 2012 Total Number of Students Suspended In-School **15** 2012 Number of Out-of-School Suspensions	2013 Expected Number of In- School Suspensions **10** 2013 Expected Number of Students Suspended In -School **10** 2013 Expected Number of Out-of-School Suspensions	1.1 Student Disabilities Knowledge of Behavior Management	1.1. Individual student contracts with daily/weekly review and follow up will be established due to office referrals.	1.1. Guidance Administration Progress of contracts will be reviewed through analyzing referral reports.	1.1. Progress of contracts will be reviewed through analyzing referral reports.	1.1 Referral Report

will decrease from 6_in 2011-2012 to 3 in 2012-2013 The total number of students receiving Out-of-School Suspensions will decrease from 6_ in 2011-2012 to 3 in 2012-2013.	**6** 2012 Total Number of Students Suspended Out- of- School **6**	**3** 2013 Expected Number of Students Suspended Out- of-School **3**					
			1.2.	1.2. .Positive Behavior Support System is implemented school wide to promote good character and positive decision making.	1.2. Guidance Administration PBS Committee	1.2. Data collected from Major and Minor PBS forms will be analyzed utilizing the program SWIS.	1.2. SWIS Report

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tough Kid Tool Box Training	Pre-K-5	M. Mcfarland	All Teachers and Paras	March 2013	PBS Data, Edline, and Restraint Reports	Administration and ESE Specialist

Parent Involvement Goal(s)

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1: **During the 2012-2013 School year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 57% on the Pretest to 67% on the Posttest.**	2012 Current Level :* **57%**	2013 Expected Level :* **67%**	1.1. -Weather -attendance -sickness	1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Principal	1.1. Classroom walk-throughs Class schedules	1.1. Classroom teachers' document in their lesson plans the ninety minutes of "teacher directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty minutes of the mandated 150 minutes of Elementary Phys. Ed.
			1.2. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 minutes of elem. physical education folder on IDEAS.	1.2. Physical Education Teacher	1.2. Lesson plans of Physical Education Teacher	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	1.2. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 minutes of elem. physical education folder on IDEAS.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: **The percentage of teachers who strongly agree with the indicator "teachers use research based instructional strategies, innovations, and activities to meet the needs of all students" will increase from 37.7 in 2012 to 43.0 in 2013.**	2012 Current Level :* **37.7**	2013 Expected Level :* **43.0**	1.1. - Limited planning time to meet with other grade levels. Teacher knowledge of multi grade level curriculum.	1.1. Content vertical team with a representative from each grade level will meet monthly to share strategies and discuss upcoming Sunshine State Standards that will be taught during that month.	1.1. Who: Administration and content vertical team chairperson. How: Administration will review notes from monthly meeting and provide feedback.	1.1. Leadership team will review feedback from the meetings to examine effectiveness of the meetings.	1.1. Team chairpersons will provide feedback to the Leadership team on the progress of the content vertical teams.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

PLC, Team Meetings, and Faculty Meetings with a focus on all academic areas	PreK-5	Resource Teachers, Administration, and Student Services	All Teachers	On-Going	Academic Data	Administration and Resource Teachers.

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1. Teachers lack of knowledge of FAA/Access Points	A.1. Staff development on FAA/ Access Points	A.1. Administration ESE Specialist	A.1. Review and analyze the Florida Alternative Assessment results.	A.1. Florida Alternative Assessment
Reading Goal A: The percentage of students scoring a level 4-9 on the FAA Reading will increase from 75% in 2012 to 78% in 2013.	75%	78%					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: **X**	2012 Current Level of Performance:* **X**	2013 Expected Level of Performance:* **X**					
			B.2.	B.2.	B.2.	B.2.	B.2.

| | | B.3. | B.3. | B.3. | B.3. | B.3. |
| | | | | | | |

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1. Interpreting CELLA Data	1.1. Trainings will be offered to provide specific data on CELLA results.	1.1. Administration ELL Resource	1.1. Interpreting CELLA Data	1.1. Trainings will be offered to provide specific data on CELLA results.
CELLA Goal #C: The percentage of students scoring proficient on the CELLA Listening/Speaking assessments will increase from 45% in 2012 to 48% in 2013.	2012 Current Percent of Students Proficient in Listening/Speaking: **45%**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
CELLA Goal #D: The percentage of students scoring proficient on the CELLA Reading assessments will increase from 33% in 2012 to 36% in 2013.	2012 Current Percent of Students Proficient in Reading : **33%**					

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing. CELLA Goal #E: The percentage of students scoring proficient on the CELLA Reading assessments will increase from 31% in 2012 to 34% in 2013.	2012 Current Percent of Students Proficient in Writing : **31%**	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F: The percentage of students scoring a level 4-9 on the FAA Math will increase from 63% in	2012 Current Level of Performance:* **63%**	2013 Expected Level of Performance:* **66%**	F.1. Teachers lack of knowledge of FAA/Access Points	F.1. . Staff development on FAA/ Access Points	F.1. Administration ESE Specialist	F.1. . Review and analyze the Florida Alternative Assessment results.	F.1. Florida Alternative Assessment

2012 to 66% in 2013.							
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
X	**X**	**X**					
			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

Elementary, Middle and High Science Goals	**Problem-Solving Process to Increase Student Achievement**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box. **X**	2012 Current Level of Performance:* **X**	2013 Expected Level of Performance:* **X**					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: **X**	2012 Current Level of Performance:* **X**	2013 Expected Level of Performance:* **X**					
			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**
STEM Goal #1: Implement/expand integrative approaches to the Common Core State Standards	1.1. Need common planning time for math and science teachers	1.1. Documentation of planning of units. Increase effectiveness of lessons through lesson studies.	1.1. Administration Math and Science Teachers	1.1. Administration Walk-Throughs	1.1. Log the number of project based learning in math and science per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On-going support from district academic coaches	K-5	District Coaches	K-5 Teachers	On-Going	Academic Data	Administration

End of STEM Goal(s)

<mark>NEW</mark> 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
CTE Goal #1: Increase career awareness at the Great American Teach-In from 24volunteers during the 2011-2012 school year to 34 volunteers during the 2012-2013 school year.	1.1. Volunteer Availability	1.1. Increase student's career awareness through implementation of the Great American Teach-In.	1.1. Administration and Instructional Staff	1.1. Review skills and trades presented to students.	1.1. Log number of Great American Teach-In Volunteers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for Increasing Volunteers	Pre-K-5	Administration	All Instructional Staff	October, 2012	PLC Notes	Administration

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☒ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Attendance Strategies	Student Incentives	$782.40	
Reading, Writing, Math Strategy 1.1	Staff Development	$300.00	

Reading, Writing, Math Strategy 1.1	School Improvement Coordinator	$300.00	
Final Amount Spent			