

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Riverview Elementary	District Name: Hillsborough
Principal: Melody Murphy	Superintendent: Mary Ellen Elia
SAC Chair: Susan Goscinski	Date of School Board Approval: Pending School District 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	Melody Murphy	B.S. Elem. Ed. (1-6) M Ed. Ed. Leadership ESOL Endorsement (K-12) School Principal (All Levels)	1	13	11/12 A 10/11 B 84% AYP FCAT Reading Proficiency: 83% FCAT Math Proficiency: 76% Learning Gains-Reading: 68% Learning Gains-Math: 40% Lowest 25%-Reading: 48% Lowest 25%-Math: 38% 09/10 A 79% AYP FCAT Reading Proficiency: 76% FCAT Math Proficiency: 81% Learning Gains-Reading: 64% Learning Gains-Math: 64%

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					<p>Lowest 25%-Reading: 58% Lowest 25%-Math: 74% 08/09 A 95% AYP FCAT Reading Proficiency: 78% FCAT Math Proficiency: 81% Learning Gains-Reading: 62% Learning Gains-Math: 75% Lowest 25%-Reading: 61% Lowest 25%-Math: 81%</p>
Assistant Principal	Jesha Womack	B.A.: PreK-Primary Education, ESOL M.A.: Educational Leadership (K-12)	5	5	<p>11/12: School Grade: B 10/11: School Grade: A FCAT Reading Proficiency: 81% FCAT Math Proficiency: 77% Learning Gains-Reading: 70% Learning Gains-Math: 58% Lowest 25%-Reading: 56% Lowest 25%-Math: 58% AYP Percentage: 77% 09/10: School Grade: B FCAT Reading Proficiency: 83% FCAT Math Proficiency: 81% Learning Gains-Reading: 66% Learning Gains-Math: 66% Lowest 25%-Reading: 44% Lowest 25%-Math: 72% AYP Percentage: 87% 08/09: School Grade: A 97% AYP FCAT Reading Proficiency: % FCAT Math Proficiency: % Learning Gains-Reading: % Learning Gains-Math: % Lowest 25%-Reading: % Lowest 25%-Math: % AYP Percentage: 97%</p>

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Highly Qualified Instructional Coaches

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/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 Coach	Donna Koren	PreK/Primary Education ESOL Reading Endorsement	1	6	11/12: Riverview Elementary School Grade: B 10/11: Ruskin Elementary-School Grade: C FCAT Proficiency: 65% Learning Gains: 61% Lowest 25%: 49% AYP Percentage: 87% (All Reading Proficiencies Met) 09/10: Ruskin Elementary-School Grade: C FCAT Proficiency: 62% Learning Gains: 51% Lowest 25%: 41% AYP Percentage: 72% (No Reading Proficiencies Met)

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	

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5. School-Based Teacher Recognition System	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 qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8 teachers out-of-field 0 paraprofessionals out-of-field	ESOL Endorsement training provided by the district ASD courses through local colleges

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
58	9 (5)	34 (20)	45 (26)	12 (7)	31 (18)	86 (50)	7 (4)	2 (1)	36

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Brenda Christman	Rebecca Bailey	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem

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		achievement.	solving
Brenda Christman	Autumn Cartwright	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Brenda Christman	Melissa Crowley	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Brenda Christman	Lauren Delgado	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Brenda Christman	Reneemarie Ervin	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Brenda Christman	Terri Raby	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Brenda Christman	Bhimdath Singh	Mrs. Christman is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D

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Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based RtI Leadership Team. The RtI Leadership team (Problem-Solving Leadership Team-PSLT) includes:</p> <ul style="list-style-type: none"> • Principal, Melody Murphy • Assistant Principal/ELP Coordinator, Jesha Womack • Guidance Counselor, Tracy King • School Psychologist, Tamara Wohlwend • School Social Worker, Rich Lucas • ESE Specialist, Salima Khabani • Team Leaders from the PLCs for each grade level K-5 Kindergarten-Catherine Argudo 1st Grade- Aaron Schaen

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- 2nd Grade-Adetola Shokunbi
- 3rd Grade-Katherine Anthony
- 4th Grade-Elisa Vasher
- 5th Grade-Judith Luposello
- SAC Chair, Susan Goscinski
- Media Specialist, Karen Gibson

(Note that not all members attend every meeting, but are invited based on the goals for the meeting.)

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

The purpose of the core Leadership Team is to:

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

The *Leadership team meets monthly. Specific responsibilities include:*

- Oversee the multi-layered model of *instructional* delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
 - Create, manage and update the school resource map
 - **Ensure the master schedule incorporates allocated time for intervention support at all grade levels.**
 - Determine scheduling needs, **and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3**
 - Facilitate the implementation of specific programs (e.g., Extended Learning Programs) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
 - Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
 - Organize and support systematic data collection (*e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys*)
 - **Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)**
 - Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - **Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding** (data will be collected **and analyzed** by PLCs and **reported to the Leadership Team/PSLT**)
 - **Use of Common Core Assessments by teachers teaching the same grade/subject area/course** (data will be collected **and analyzed** by PLCs **and reported to the Leadership Team/PSLT**)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (**as outlined in our SIP**)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
 - **On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.**
- Support the** planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs **and Specialty PSLT.**

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?

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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
FCAT released tests	School Generated Excel Database	Reading Coach, AP, Team Leaders
Baseline and Midyear District Assessments (Math, Science and Reading Form Tests).	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ /Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. The leadership team will be monitoring 4 th and 5 th grade math learning gains.	PLC Database PLC logs Achievement Series	Individual Teachers/ Team Leaders/ PLC Facilitators
DRA-2 and weekly running records	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) Weekly running records, fluency checks, and anecdotal records for skill checks will be used to assess student progress.	School Generated Database in Excel	Leadership Team
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base and PLC meeting discussions	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>
Research-based Computer-assisted Instructional Programs (I-Station, My ON)	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.
The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work

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to align the efforts of other school teams that may be addressing similar identified issues.

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

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal, Melody Murphy
- Assistant Principal/ELP Coordinator, Jesha Womack
- Guidance Counselor, Tracy King
- School Psychologist, Tamara Wohlwend
- School Social Worker, Rich Lucas
- ESE Specialist, Salima Khabani
- Team Leaders from the PLCs for each grade level K-5
 - Kindergarten-Catherine Argudo
 - 1st Grade- Aaron Schaen
 - 2nd Grade-Adetola Shokunbi
 - 3rd Grade-Katherine Anthony
 - 4th Grade-Elisa Vasher
 - 5th Grade-Judith Luposello
- SAC Chair, Susan Goscinski
- Media Specialist, Karen Gibson

(Note that not all members attend every meeting, but are invited based on the goals for the meeting.)

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

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

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

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

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

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

NCLB Public School Choice

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

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

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

***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?

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Time constraints.	1.1. Guided Reading for every student 3-5 targeted toward the students needs.	1.1. <u>Who</u> -Principal -AP -Teacher records and lesson plans	1.1. Bi-weekly independent reading conferences for each student.	1.1. <u>3x per year</u> - FAIR Running Records (Number of times is tier dependent) <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT 2.0 Reading will increase from 57% to 62%	57	62					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	2.1. Targeted intervention in enrichment (Word study, vocabulary instruction and comprehension)	2.1. <u>Who</u> -Principal -AP <u>How</u> -Student Reading Logs and Journals -Lesson Plans -Reading Coach observations and walk-throughs	2.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers will maintain a progress monitoring form. - <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. (RC% ile ranking and Word Analysis on FAIR) and RTI	2.1. <u>.3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring at Level 4 or higher on the 2013 FCAT 2.0 Reading will increase from 33 to 36%.	33	36					

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					-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	Progress Monitoring data -Data is used to drive teacher support and student supplemental instruction.	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.1. <u>Strategy/Task</u> Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u> . <u>Actions/Details</u> <u>Within PLCs Before Instruction and During Instruction of New Content</u> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <u>In the classroom</u> -During the lessons, students are involved in flexible grouping techniques <u>PLCs After Instruction</u> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future	3.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	3.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level.</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -Data is used to drive teacher support and student supplemental instruction.	3.1 <u>.3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
<u>Reading Goal #3:</u> In grades 3-5, the percentage of ALL Curriculum students making learning gains on the 2013 FCAT 2.0 Reading will increase from 62 to 66%	<u>2012 Current Level of Performance:*</u> 62	<u>2013 Expected Level of Performance:*</u> 68					

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				<p>implementation.</p> <ul style="list-style-type: none"> -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided -Additional action steps for this strategy are outlined on grade level/content area PLCs. 			
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1	4.1.	4.1.-	4.1
<p>Reading Goal #4:</p> <p>In grades 3-5, the percentage of ALL Curriculum students in the bottom quartile making learning gains will increase from 60% to 63%.</p>			<p>Student Absences (Attendance Interventions)</p>	<p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Student achievement improves through participation in differentiated RTI groups (focusing on phonics, fluency, comprehension and vocabulary), <u>teachers' collaboration with the reading coach</u> in all content areas.</p> <p><u>Actions/Details</u></p> <p><u>Reading Coach</u></p> <p>-The reading coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p>	<p><u>Who</u></p> <p>Administration</p> <p><u>How-</u></p> <p>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers will maintain a progress monitoring form.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction. (RC% ile ranking and Word Analysis on FAIR) and RTI Progress Monitoring data . -Data is used to drive teacher support and student supplemental instruction.</p>	<p><u>.3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60	66					

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				<p>-The reading coach is involved in the reading PLC to:</p> <ul style="list-style-type: none"> --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. <p>-Using walk-through data, the reading coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-Throughout the school year, the reading coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The reading coach meets</p>			
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				with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			4.2. -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2. <u>Strategy</u> Students' reading comprehension improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.2. <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation	4.2. Supplemental data shared with leadership and classroom teachers who have students.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
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
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p><u>Reading Goal #5:</u></p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p><u>Reading Goal #5A:</u></p> <p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT 2.0 Reading will increase by 5% each year.</p>			<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1, 3 and 4</p>	5A.1.	5A.1.	5A.1.
	<p>2012 Current Level of Performance:*</p> <p>White: 63 Black: 48 Hispanic: 51 Asian: American Indian:</p>	<p>2013 Expected Level of Performance:*</p> <p>White: 67 Black: 51 Hispanic: 56 Asian: American Indian:</p>					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p><u>Reading Goal #5B:</u></p> <p>Enter narrative for the goal in this box.</p>			<p>5B.1. Attendance, Lack of background knowledge, lack of parental support.</p>	<p>5B.1. See Goals 1, 3 and 4</p>	5B.1.	5B.1.	5B.1.
	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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	46	51					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school’s ERT. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed ELL strategies -ERT models lessons. -ERT observes content area teachers and provides feedback, coaching and support. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments.	5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook , p. 101, Table 5.4 “Checklist for Evaluating CALLA Instruction.	5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level	5C.1. -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
Reading Goal #5C: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 17% to 25%.	<u>2012 Current Level of Performance:*</u> 22	<u>2013 Expected Level of Performance:*</u> 30					

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				<p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)</p>	
		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>-ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the reading walkthrough form</p>	<p>5C.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads</p>	<p>5C.2.</p> <p>FAIR</p> <p>-CELLA</p> <p>During the Grading Period</p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	

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			fidelity checks for use of A+ Rise strategies for ELLs.		shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.3. -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.3. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.3. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	
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	Strategy Data Check	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT 2.0 Reading will increase by 5%.	<u>2012 Current Level of Performance:*</u> 32	<u>2013 Expected Level of Performance:*</u> 39	Attendance Lack of Back Ground Knowledge, lack of parental support. See Goals 1, 3 and 4			

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	3-5	Reading teachers and Reading Coach	All teachers Faculty Professional Development and on-going PLCs	On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades K-5	Reading Coach and reading teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades K-5	Reading Coach and reading teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
SWD Co-Teaching	Grades K-5	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	Grades K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Teachers at varying understanding of the intent of the CCSS	1.1. Strategy -Students' math achievements improves through the use of hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. - Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. Action Steps -PLCs use their core curriculum information to learn more about hands-on activities. --Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.	1.1. -Principal How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy.	1.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 52% to 55%.	2012 Current Level of Performance:* 52	2013 Expected Level of Performance:* 57					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See goal 1.1				
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 22% to 25%.	22	25					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<p>- PLCs struggle with how to structure curriculum and data analysis discussion to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p> <p>3.1. Strategy Students’ math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 				
Points earned from students making learning gains on the 2013 FCAT Math will increase from 53 points to 55 points.	53	58					

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				4. How will we respond if they already know it? Actions/Details -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.			
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. Scheduling time for the principal/AP to meet with the DRT on a regular basis. -Teachers willingness to accept support from the DRT.	4.1. Strategy/Task Students' math achievement improves through teachers' collaboration with the DRT. Actions/Details DRT -The DRT and administration conducts grade level data chats with individual teachers using the teacher's student past and/or present data. --Facilitate lesson planning that embeds rigorous tasks --Facilitate the identification, selection, development of rigorous core curriculum common assessments. -The DRT met with the principal/AP to map out a high-level summary plan of	4.1. Who Administration How -Administrative walk-throughs working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Administrator meetings to review log and discuss action plan.	4.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 33 points to 51 points	2012 Current Level of Performance:* 33	2013 Expected Level of Performance:* 51					

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				action for the school year.			
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See goals 1, 3 & 4	5A.1.	5A.1.	5A.1.
Mathematics Goal #5A:			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.			White: 59 Black: 35 Hispanic: 42	White: 63 Black: 42 Hispanic: 48			
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.			Asian: American Indian:	American Indian:			
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.	2012 Current Level of Performance:* 41	2013 Expected Level of Performance:* 47	See goals 1, 3 & 4				
	5B.1.			5B.1.	5B.1.	5B.1.	5B.1.
	5B.3.			5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1. These students will be supported by an ELL instructor.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: The percentage of English Language Learner students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.	2012 Current Level of Performance:* 9	2013 Expected Level of Performance:* 18	See goals 1, 3 & 4				
	5C.2.			5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.			5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.	5D.1. - Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who Principal, Assistant Principal, and ESE Specialist How IEP Progress Reports reviewed by AP and ESE Specialist	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.	5D.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5D: The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25	33					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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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
Hot Talks & Cool Moves	K-5	Shelli Fritz, DRT	school-wide	Sept. 11 & 13 at Riverview	DRT Walk Through, Administrative WalkThroughs	Principal and AP
Lesson Planning and Lesson Delivery Model	K-5	Shelli Fritz, DRT	school-wide	Ongoing through the school year	DRT Walk Through, Administrative WalkThroughs	Principal and AP
SWD Co-Teaching	K-5	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Mathematics Goals

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Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Staffs knowledge of strategies to increase Checking for Understanding	1.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of content improves by participation in regular Checks for Understanding during and at the close of the lesson. <u>Action Steps:</u> Plan <u>Teacher Planning</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the questions "What do we want students to learn?" -With PLCs, teacher plan ways to check for understanding throughout the lesson (not just at the end of the lesson). -With PLCs, teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson, such as: --Think-Pair-Share --Think and Write --Break it Down (<i>Teach Like A Champion</i>) --Exit Tickets (<i>Teach Like A Champion</i>) --Check for Understanding (<i>Teach Like A Champion</i>) -PLCs identify appropriate ongoing long term investigations to monitor understanding over time.	1.1. <u>Who</u> Administration Team Leaders <u>How</u> PLC Agendas and Notes Pop-Ins Observations (Informal and Formal) Evidence of strategy in Lesson Plans	1.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit of instruction. Teachers assess students using common assessments from the core curriculum. Teachers monitor student performance on common assessment. <u>PLC/Department Level</u> PLCs will review assessments identify students below 70% mastery on units of instruction. <u>Leadership Team Level</u> Leadership Team maintains school-wide data and shares with PSLT.	1.1. <u>3x Per Year</u> Science Formative Assessments <u>During Grading Period</u> Common Assessments from the Core Curriculum
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Science Goal #1:	51	53					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science test will increase from 51% to 53%.							

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				<p>Do/Check <i>Teachers in the Classroom</i> -During the lesson, teachers consistently implement checks for understanding strategies effectively. -Teachers involve enough students in the technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. -Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as: --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --Implementing a collaborative structure activity. --Significantly modifying the activity. --Changing the lesson pace. --If needed, teacher identify likely content and activity challenges in the lesson and design a second lesson that avoids those challenges.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum.</p> <p>Check/Act <i>Teachers/PLCs after the Common Assessment</i> -Teachers bring their common assessment data to their PLC. -Based on the data, teachers reflect on their own teaching. -In PLCs, teachers discuss the outcomes of the checking for</p>			
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			<p>understanding strategies and techniques during their lessons. -Using the data, effective checking for understanding strategies and techniques are identified, discussed and modeled in order to implement techniques in future lessons. -After the assessment, teachers provide timely feedback to students and use the feedback to enhance student learning.</p> <p><u>Administrators/Leadership Team</u> -Through pop-in, informal and formal observations, teachers are identified that excel in checking for understanding strategies and techniques to share their successes. -PLC Facilitators/Team Leaders put checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Checking for understanding strategies and techniques are on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><u>Whole Faculty</u> -Throughout the school year, teachers will participate in faculty SIP reviews where teachers showcase checking for understanding strategies and techniques.</p>			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. Teachers are at varying skill levels with higher order thinking techniques	2.1. Strategy: The purpose of this strategy is to strengthen students' comprehension through the use of Higher Order Thinking Strategies (HOTS) across all content areas to promote critical thinking and problem-solving skills. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively. <u>Action Steps:</u> Plan <u>Teacher PD for General Higher Order</u> -Teachers attend professional development on higher order questioning strategies and apply those strategies in the classroom. This will include strategies from a specific training on Higher Order Thinking/Questioning activities. <u>Planning/PLCs before the lesson</u> -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question, "How do we know if they have learned it?" -Teachers design higher order questions to increase rigor in lesson plans and student accountable talk scaffolding questions and activities for the needs of students. Do/Check <u>Teachers in the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct/incorrect answers by probing for higher-level understanding in an effective manner. -During the lesson, teachers successfully engage all students in the discussion.	2.1. Who Administration Team Leaders How PLC Agendas and Notes Pop-Ins Observations (Informal and Formal) Evidence of strategy in Lesson Plans	2.1. Teacher Level Teachers reflect on lessons during the unit of instruction. Teachers assess students using common assessments from the core curriculum. Teachers monitor student performance on common assessment. <u>PLC/Department Level</u> PLCs will review assessments identify the number of students not reaching 80% mastery on units of instruction. <u>Leadership Team Level</u> Leadership Team maintains school-wide data and shares with PSLT.	2.1. 2-3x Per Year Science Formative Assessments During Grading Period Common Assessments from the Core Curriculum
Science Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 16% to 19%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16	19					

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				<p>-Students formulate many of the high-level questions and ensure that all voices are heard.</p> <p>-Students are provided with opportunities to reflect on classroom discussion to increase understanding of the learning objective.</p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p>Check/Act <u>PLCs after the Common Assessment</u> -Teachers bring their common assessment data to their PLC. -Based on the data, teachers reflect on their own teaching. -In PLCs, teachers discuss the outcomes of the higher order thinking strategies and techniques during their lessons. -Using the data, effective higher order thinking strategies and techniques are identified, discussed and modeled in order to implement techniques in future lessons. -After the assessment, teachers provide timely feedback to students and use the feedback to enhance student learning.</p> <p><u>Administrators/Leadership Team</u> -Through pop-in, informal and formal observations, teachers are identified that excel in higher order thinking strategies and techniques to share their successes. -PLC Facilitators/Team Leaders put higher order thinking strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Higher order thinking/questioning strategies and techniques are on the Leadership Team's agenda in order to discuss strategy</p>			
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				implementation, concentrating on barriers and how they can be overcome. <u>Whole Faculty</u> -Throughout the school year, teachers will participate in faculty SIP reviews where teachers showcase higher order thinking/questioning strategies and techniques			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading	Grades K-5	Reading Coach Reading Leadership Team	PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Teachers have varying skill levels in teaching focus and logic in writing.	1.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of content improves by participation in regular Checks for Understanding during and at the close of the lesson. <u>Action Steps:</u> Plan <u>Teacher Planning</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the questions "What do we want students to learn?" -With PLCs, teacher plan ways to check for understanding throughout the lesson (not just at the end of the lesson). -With PLCs, teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson, such as: --Individual Conferencing with a focus on elaboration and conventions -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Do/Check <u>Teachers in the Classroom</u> -During the lesson, teachers	1.1. <u>Who</u> Administration PLC's <u>How</u> PLC Agendas and Notes Observations (Informal and Formal) Evidence of strategy in Lesson Plans <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	1.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit of instruction. Teachers assess students using common assessments (monthly writes) from the core curriculum. Teachers monitor student performance on common assessment. <u>PLC/Department Level</u> PLCs will review assessments and chart the increase in the number of students reaching 4.0 or higher mastery on units of instruction. <u>Leadership Team Level</u> Leadership Team maintains school-wide data and shares with PSLT. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	1.1. <u>2-3x Per Year</u> <u>Monthly Writes Assessments</u> <u>During Grading Period</u> <u>Conferencing Tools and Monthly Writes</u>
<u>Writing/LA Goal #1:</u> In grade 4, the percentage of All Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 81% to 90%.	<u>2012 Current Level of Performance:*</u> 81	<u>2013 Expected Level of Performance:*</u> 90					

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				<p>consistently implement checks for understanding strategies effectively.</p> <p>-Teachers involve enough students in the technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed.</p> <p>-Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as:</p> <p>--When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.</p> <p>--Offering an alternative explanation, approach, style of questioning or student activity.</p> <p>--Changing the lesson pace.</p> <p>--If needed, teacher identify likely content and activity challenges in the lesson and design a second lesson that avoids those challenges.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum.</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u></p> <p>-Teachers bring their common assessment data to their PLC.</p> <p>-Based on the data, teachers reflect on their own teaching.</p> <p>-In PLCs, teachers discuss the outcomes of the checking for understanding strategies and techniques during their lessons.</p> <p>-Using the data, effective checking for understanding strategies and techniques are identified, discussed and modeled in order to implement</p>			
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				<p>techniques in future lessons. -After the assessment, teachers provide timely feedback to students and use the feedback to enhance student learning.</p> <p><u>Administrators/Leadership Team</u> -Through pop-in, informal and formal observations, teachers are identified that excel in checking for understanding strategies and techniques to share their successes. -PLC Facilitators/Team Leaders put checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Checking for understanding strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><u>Whole Faculty</u> -Throughout the school year, teachers will participate in faculty SIP reviews where teachers showcase checking for understanding strategies and techniques.</p>			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
Writer's Workshop Training	K-5	PLC facilitators Writing Contact Teacher, Writing Expert Team	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PLC logs turned into administration	Principal AP Writing Expert Team

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1. Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1. Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710)The attendance committee will meet monthly.	1.1. Attendance committee will consult with the school Social Worker regarding the most recent attendance data.	1.1. Attendance committee will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
1. The attendance rate will increase from 94.95% in 2011-2012 to 96% in 2012-2013.	95.33%	96%					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 20%	2012 Current Number of Students with Excessive Unexcused Absences (10 or more) 59	2013 Expected Number of Students with Excessive Unexcused Absences (10 or more) 47					
	2012 Current Number of Students with Excessive Tardies (10 or more) 0	2013 Expected Number of Students with Excessive Tardies (10 or more) 0					
			1.2.	1.2.	1.2.	1.2. Daily attendance records	1.2. Daily attendance records
			1.3.	1.3.	1.3.	1.3. Instructional Planning Tool Attendance/Tardy data	1.3. Instructional Planning Tool Attendance/Tardy data

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

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End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
1. The total number of In-School Suspensions will decrease by 20%.	13	3					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 20%.	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
3. The total number of Out-of-School Suspensions will decrease by 20%.	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 25%.	10	8					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of- School</u>					
	8	2					

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				through data chats.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

End of Suspension Goals

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal				1.1 Health and physical activity initiatives developed and implemented by the Principal’s designee.	1.1 Principal’s designee.	1.1 Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.1 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 73% on the Pretest to 83% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	73	83	1.2.	1.2 Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.2. Physical Education Teacher	1.2 Classroom walk-throughs Class schedules	1.2 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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			1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 <u>Who</u> Principal Leadership Team PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 60% in 2012 to 75% in 2013.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	58	70	1.2 Not enough time to meet in PLCs. Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 <u>Who</u> Leadership team <u>How</u> Leadership team aggregates the data	1.2 <u>Who</u> "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes	1.2 PLC Survey materials from Teams to Teach (Anne Jolly)	1.2.

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				of the school-wide results with their PLCs. The data will provide direction for future PLC training.		
		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
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			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.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>40%</u> to <u>46%</u> .	2012 Current Percent of Students Proficient in Listening/Speaking:		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
	40					
		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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>17%</u> to <u>25%</u> .	2012 Current Percent of Students Proficient in Reading :		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
	17					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	See Writing Goal 1	2.1.	2.1.	2.1.
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>18</u> % to <u>26</u> %.	18					
		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).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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box.	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1 Need common planning time for math and science teachers.	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative walk-throughs	1.1.
	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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase students interest in career opportunities and program selection prior to middle school. Increase the frequency of career exposure, activities/events from 1 in 2011/12 to 2 in 2012/13	1.1. Time	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1. Guidance Counselor	1.1. Guidance Counselor will check the number of speakers through the Safe Net system.	1.1. Log the number of CTE speakers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
We are currently out of compliance based on our ratio of Hispanic representation. We are currently recruiting Hispanic parents to join our SAC.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal	Supplies for Higher Order Thinking training and TEAM-Parent Involvement supplies conducted by the Reading Expert Team	\$300	
Writing Goal	Supplies conducting training on the writer’s workshop model- Writing Expert Team	\$300	
Math Goal	Purchase materials to support math training	\$300	
Science Goal	Science materials for science instruction- Science Expert Team	\$300	
Math Goal Reading Goal Science Goal	Boom box, headphones for listening centers and toner color cartridge- Technology Expert Team	\$300	
Buttons, bookmarks, SD adapter and pencils for Cougar of the Month- Motivation Expert Team			\$300