Florida Department of Education

2012-2013

Forest Hills Elementary

School Improvement Plan (SIP)

Editor notes and changes are in red and in italics.
Part 1 of the Mock also serves as the Technical Assistance Document – Part I.

PART I: SCHOOL INFORMATION

School Name: Forest Hills Elementary	**District Name:** Hillsborough
Principal: Krystal Carson	**Superintendent:** MaryEllen Elia
SAC Chair: Erin Fiallo and Michelle Hoover	**Date of School Board Approval:** Pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

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

Highly Qualified Administrators

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	Krystal Carson	Ed.D - Leadership	1	11	School Grade 08-09: B (Dunbar) School Grade 09-10: B (Dunbar) FCAT Proficiency Reading 64% (0% Increase) FCAT Proficiency Math 69% (10% Increase) FCAT Learning Gains Reading: 53% (1% Increase) FCAT Learning Gains Math; 53% (5% Increase)
Assistant Principal	Sharron Cruz	M.Ed. Educational Leadership Pre-K/Primary Gifted	2	2	11/12: C 10/11: C 69%AYP 09/10: A 90%AYP (Folsom Elementary) 08/09: A 90%AYP (Folsom Elementary)

Assistant Principal	Betty Baldwin	Elementary Education, 1st – 6th ESOL Endorsement School Principal	6	14	11/12: C 10/11: F 77%AYP (Riverhills Elementary) 09/10: C 67% AYP 08/09: B 89% AYP

Highly Qualified Instructional Coaches

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

Editor Note: No changes to this section.

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	Chamonix Grove	BS Elementary Ed K-6 ESOL	1	3	
Reading	Jennifer Heinz	BS Elementary Ed K-6 Ed Leadership Masters Elementary K-6 ESOL	1	1	
Science	Leann Rodriguez	BS Elementary Ed K-8	1	1	

Writing	Erin Fiallo	BA Human Services Ed Leadership Masters Elementary K-6 Physical Education ESOL	2	3	10/11: C 69% AYP 09/10: A 77%AYP (Oak Grove Elementary) 08/09: A 95%AYP (Oak Grove Elementary) 07/08: B 92%AYP (Oak Grove Elementary)
Math	Michelle Hoover	BS Elementary Ed K-6 Elementary K-6 ESOL	7	2	10/11: C 69% AYP 09/10: C 67% AYP 08/09: B 89% AYP
Behavior Specialist	Otis Kitchen	BS Elementary Ed K-6 Ed Leadership Masters Elementary K-6 ESOL	9	1	

Highly Qualified Teachers

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

7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

75	4% (3)	32% (24)	36% (27)	28% (21)	36% (27)	100% (75)	26% (2)	4% (3)	66% (50)

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Chamonix Grove	Jennifer Smiley	Mrs. Smiley's teaching assignment is 3rd grade Language Arts. Mrs. Grove is an experienced K-5 reading coach. Ms. Fiallo is an experienced writing resource teacher, working primarily in 3rd and 4th grade.	Biweekly meetings to discuss progress, debriefing after professional development courses, modeled and coached lessons

Jennifer Heinze	Kimberly E. Williams	Mrs. William's teaching assignment is 1st grade self-contained. Ms. Heinze is an experienced primary teacher and K-5 reading teacher.	Biweekly meetings to discuss progress, debriefing after profes sional developme nt courses, modeled and coached lessons
Erin Fiallo	Paulette Johns	Mrs. Johns' teaching assignment is 4th grade, self-contained. Ms. Fiallo is an experienced 4th grade teacher and writing resource teacher.	Biweekly meetings to discuss progress, debriefing after profes sional developme nt courses, modeled and coached lessons

Jessica Willman	Tayler Holloway	Ms. Willman is Ms. Holloway mentor, assigned by the district.	Biweekly meetings to discuss progress, debriefing after profes sional developme nt courses, modeled and coached lessons
Jessica Willman	Julia Allen	Ms. Willman is Ms. Allen mentor, assigned by the district.	Biweekly meetings to discuss progress, debriefing after profes sional developme nt courses, modeled and coached lessons

Jessica Willman	Michelle Soto	Ms. Willman is Mrs. Soto's mentor, assigned by the district.	Biweekly meetings to discuss progress, debriefing after profes sional developme nt courses, modeled and coached lessons
Jessica Willman	Jacob Dunn	Ms. Willman is Mr. Dunn's mentor, assigned by the district.	Biweekly meetings to discuss progress, debriefing after profes sional developme nt courses, modeled and coached lessons

Additional Requirements

Coordination and Integration-Title I Schools Only

Title I, Part A

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

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

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

MTSS/Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- Behavior Specialist
- Representatives from the PLCs for each grade level, K-5
- SAC Chair
- ELL Representative

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

The Leadership team meets regularly (weekly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
    - Implementation and support of PLCs
    - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
    - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
    - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
    - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.

- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/ integrating reading and writing strategies across all other content areas).

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
    - Use the problem-solving model when analyzing data:
        1. What is the problem? (Problem Identification)
        2. Why is it occurring? (Problem Analysis and Barrier Identification)
        3. What are we going to do about it? (Action Plan Design and Implementation)
        4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
    - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
    - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
    - Develop and target interventions based on confirmed hypotheses.
    - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
    - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
    - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet

established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:

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

MTSS Implementation

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability (Monthly Demand Writes, Running Records, FAIR, DRA, Formative Assessments and Chapter Test.)	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science (Monthly Demand Writes, Running Records, FAIR, DRA, Formative Assessments and Chapter Test.)	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative

Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand	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)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) Monthly Demand Writes, Running Records, FAIR, DRA, Formative Assessments and Chapter Test.	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

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

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

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

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

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

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

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

NCLB Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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/ satisfactory in reading (Level 3-5).	PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log	**Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they	Who - Principal -AP -Reading Coach -Resource Teachers - PLC & Team facilitators How PLCS turn their logs into administration and/ or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	Teachers meet with Leadership team monthly during Data Chats & Academic Reviews to discuss SMART goal outcomes. Teachers meet weekly with administration to collaborate. Teachers discuss grade level/subject area curriculum planning, reflection and data analysis.	3x per year FAIR During the Grading Period Common assessments		

		don't learn? 4. How will we respond if they already know it? **Actions/ Details** -Grade level// Vertical PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.					

Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 46% to 56%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	46%	**56%**					
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.	-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.	Strategy/Task Student achievement improves when teachers use on-going student data to differentiate instruction. Actions/ Details *Within PLCs Before Instruction and During Instruction of New Content* -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. *In the classroom* -During the lessons,	Who - Principal -AP -Reading Coach -Resource Teachers - PLC & Team facilitators How -PLC logs turned into administration. -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.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -Team facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3x per year FAIR During the Grading Period Common assessments		

		students are involved in flexible grouping techniques *PLCs <u>After</u> Instruction* -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -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.					
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 24% to 29%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	24%	**29%**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3. FCAT 2.0: Points for students making Learning Gains in reading.	Scheduling time for the principal/AP to meet with the Reading coach, Resource Teachers on a regular basis. -Changing instructional practices can be challenging.	Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the Reading coach and Resource Teachers in all content areas. Actions/ Details *Reading Coach & Resource Teachers* -The Reading Coach, Resource Teachers and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.	Who Administration How- -Review of The Reading coach, Resource Teachers' log - Review of The Reading coach, Resource Teachers' of support to targeted teachers. -Administrative walk-throughs of the Reading coach, Resource Teachers working with teachers (either in classrooms, PLCs or planning sessions)	-Tracking the Reading coach, Resource Teachers' participation in PLCs. -Tracking of the Reading coach, Resource Teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator- Leadership Team meetings to review log and discuss action plan for coach for the upcoming two weeks	3x per year - FAIR During the Grading Period - Common assessments		

		-The The Reading coach, Resource Teachers rotates through all subjects' PLCs to: --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. -Using walk-through data, The Reading coach, Resource Teachers and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The The Reading coach, Resource Teachers trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, The Reading					

		coach, Resource Teachers / 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. *Leadership Team and Coach* - The Reading coach, Resource Teachers meets with the principal/ APC to map out a high-level summary plan of action for the school year. -Every weeks, the Reading coach, Resource					

		Teachers meets with the principal/AP to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.					
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 65 points to 75 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65 points	**75 points**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		**SEE GOALS 1, 2 & 3**					
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 67points to 75 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67 points	**75 points**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:							
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%.	The percentage of all students scoring proficient/ satisfactory on the 2012 FCAT/FAA Reading was 47%.	The target percentage of all students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading was 48%.	The target percentage of all students scoring proficient/satisfactory on the 2014 FCAT/FAA Reading is 53%.	The target percentage of all students scoring proficient/satisfactory on the 2015 FCAT/FAA Reading is 58%.	The percentage of all students scoring proficient/satisfactory on the 2017 FCAT/FAA Reading is 69%.		
Reading Goal #5: The percentage of all students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 47% to 52%.							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1.	5A.1. **SEE GOALS 1, 2 & 3**	5A.1.	5A.1.	5A.1.		

Reading Goal #5A:	2012 Current Level of Performance	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 51% to 56%.							
The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 43%.							
The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 70%.							

	White:51% Black:36% Hispanic:51% Asian:50%	White:52% Black:43% Hispanic:48% Asian:70%					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. **SEE GOALS 1, 2 & 3**	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 45% to 51%. .	2012 Current Level of Performance	2013 Expected Level of Performance					
	45%	**47%**					

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Editor Note – The ESOL Resource Teacher is referred to as ERT in the strategies below.	**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.	-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.	ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing.	Who -Principal -AP -Reading Coach -Resource Teachers - PLC & Team facilitators How PLC logs (with specific ELL information) for like courses/grades.	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 -PLC facilitator/ Subject Area Leader/ Department Heads 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)	-FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance		

		-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/ speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming					

		units of instruction. -PLCs/ teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resource					

Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 43% to 49%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	43%	**40%**					
	–						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. -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 APC will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent impleme ntation of students' IEP** goals, strategies, modifications, and accommodatio ns. -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	5D.1. Who -Principal - Assistance Principal -ESE Specialist ESE Resource Teachers How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitators shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance		

		effectively implement IEP/SWD strategies and modifications into lessons.					
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 22% to 30%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	22%	**28%**					

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
DRA	K-5	-Reading Coach -Reading Resource Teacher	School Wide	-September 24	Classroom walk-throughs Edit a previous DRA Focus for Instruction Class Profile Sheet	Administration -Reading Coach -Reading Resource Teacher
Reader's Workshop	K-5	-Reading Coach -Reading Resource Teacher	School Wide		Classroom walk-throughs	Administration -Reading Coach -Reading Resource Teacher
Phonics	K-3	-Reading Coach -Reading Resource Teacher	School Wide		Classroom walk-throughs	Administration -Reading Coach -Reading Resource Teacher
Miscue Analysis	K-5	-Reading Coach -Reading Resource Teacher	School Wide		Classroom walk-throughs	Administration -Reading Coach -Reading Resource Teacher
Vocabulary	K-5	-Reading Coach -Reading Resource Teacher	School Wide		Classroom walk-throughs	Administration -Reading Coach -Reading Resource Teacher

Teach Like A Champion Book Study	K-5	- Principal -APs -Reading Coach -Resource Teachers -Behavior Specialist	School Wide	On-going	Classroom walk-throughs	- Principal -APs -Reading Coach -Resource Teachers -Behavior Specialist
Professional Literature Study	K-5	- Principal -APs -Reading Coach -Resource Teachers -Behavior Specialist	School-Wide	On-going	Classroom walk-throughs	- Principal -APs -Reading Coach -Resource Teachers -Behavior Specialist

End of Reading Goals

PART II: EXPECTED IMPROVEMENTS

Elementary Mathematics Goals

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/ satisfactory performance in mathematics (Level 3-5).	PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	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: 1. What is it we expect them to learn? 2. How will we know if they have learned it?	Who -Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and Math Resource teacher attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	Teachers meet with Leadership team monthly during Data Chats & Academic Reviews to discuss SMART goal outcomes. Teachers meet weekly with administration to collaborate. Teachers discuss grade level/subject area curriculum planning, reflection and data analysis	2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments		

		3. How will we respond if they don't learn? 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. -Grade level/ like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to					

		guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.					
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 44% to 51%.	2012 Current Level of Performance	2013 Expected Level of Performance					
	44%	**51%**					

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.	-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.	**Strategy/ Task** Students' math achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/ Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -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	Who -Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -Team facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments		

		lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs <u>After</u> Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -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.					
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 17% to 25%.	2012 Current Level of Performance	2013 Expected Level of Performance:					
	17%	**25%**					

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.	Scheduling time for the principal/ APC to meet with the academic coach on a regular basis. - Changing instructional practices can be challenging.	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/ Details *Math Resource Teacher* -The Math Resource Teacher and administration conducts one-on-one data chats with individual teachers using the teacher's student	Who Administration How -Review of Math Resource Teacher's log -Review of Math Resource Teacher's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	-Tracking of Math Resource Teacher's participation in PLCs. -Tracking of Math Resource Teacher's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.	2x per year District Baseline and Mid-Year Testing During the Grading Period - Common assessments		

		past and/or present data. -The Math Resource Teacher rotates through all subjects' PLCs to: --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 -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The Math Resource Teacher trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the					

		Math Resource Teacher / 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. *Leadership Team* -The Math Resource Teacher meets with the principal/ APC to map out a high-level summary plan of action for the school year. -Every two weeks, the Math					

		Resource Teacher meets with the principal/ AP to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.					
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 67 points to 72 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67 points	**72 points**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.							

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 67 points to 72 points.	2012 Current Level of Performance	2013 Expected Level of Performance:					
	67 points	**72 points**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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%.	The percentage of all students scoring proficient/ satisfactory on the 2012 FCAT/FAA Math was 45%.	The target percentage of all students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math is 48%.	The target percentage of all students scoring proficient/ satisfactory on the 2014 FCAT/FAA Math is 53%.	The target percentage of all students scoring proficient/satisfactory on the 2015 FCAT/FAA Math is 58%.	The target percentage of all students scoring proficient/ satisfactory on the 2017 FCAT/ FAA Math is 69%.		
Math Goal #5: The percentage of all students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 45% to 51%.							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**		**See Goals 1, 2 & 3**					

Reading Goal #5A:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 53% to 58%.							
The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 36% to 43%.							
The percentage of Asian students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 50% to 78%.							

	White:53% Black:36% Hispanic:45% Asian:50%	White:52% Black:43% Hispanic:46% Asian:78%					
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.		**See Goals 1, 2 & 3**					

Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	42%	**46%**					
	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.	Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.	ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following **day-to-day accommodations on core content** and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -Math Resource Teacher -ESOL Resource Teachers How -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	Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2x per year District Baseline and Mid-Year Testing During the Grading Period -Core curriculum end of core common unit/ segment tests		

Mathematics Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 37% to 43%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	37%	**43%**					
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.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. **Strategy/ Task** SWD student achievement improves through teachers' impleme ntation of the **Plan-Do-Check-Act model** in order to plan/carry out lessons/ assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are	5D.2. Who -Principal -AP -Reading Coach -Resource Teachers -PLC & Team facilitators How -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.		

		standards that our SWD need to learn? -How will we assess these skills/ standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD?					

		-What checks-for-understanding will we implement for our SWD? -What teaching strategies/ best practices will we use to help SWD learn? -Specifically how will we implement the _____strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD student going to do during the lesson to maximize learning? ***Reflect on the "Do"/ Analyze***					

		Checks for Understanding and Student Work <u>during</u> the unit. For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked?					

		How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/ Check – Analyze Data***					

		Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/ department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning?					

		-What are the skills/ concepts/ standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?					
Mathematics Goal #5D: The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 31% to 38%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					

	31%	30%					

End of Elementary Mathematics Goals

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Standards of Mathematical Practice	K-5	Math Resource Teacher	ALL Instructional Staff Members	On-Going	Walk throughs	Math Resource Teachers

End of Mathematics Goals

PART II: EXPECTED IMPROVEMENTS

Elementary 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/ satisfactory performance (Level 3-5) in science.	-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they	Who Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators How -PLC logs turned into administration/ coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	- 2x per year District Baseline and Mid-Year Testing _ _ During the Grading Period Common assessments		

		have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <u>Actions/ Details</u> *Within PLCs:* -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings.					

		All grade level/subject area PLCs collaborate _____ times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional					

		Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes					

		and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/ coach walk-through data, PLC collaboration, and student data.					
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 33% to 40%.	2012 Current Level of Performance:	2013 Expected Level of Performance					
	33%	**40%**					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		**SEE GOAL 1**					
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 7% to 15%.	2012 Current Level of Performance	2013Expected Level of Performance:					
	7%	**15%**					

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
Science Olympics	K-5	Science Resource Teacher	ALL Staff Members	September	Walk Throughs	Science Teachers
Science Notebooks	K-5	Science Resource Teacher	ALL Staff Members	October	Walk Throughs	Science Teachers
Science Fair	K-5	Science Resource Teacher	ALL Staff Members	September	Walk Throughs	Science Teachers

End of Science Goals

PART II: EXPECTED IMPROVEMENTS

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.	-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/ daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) ***Plan:*** -Professional	Who Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios		

		Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students ***Do:*** -Daily/ ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ ongoing conferencing					

		Check: Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/ research -Spread the use of effective practices across the					

		school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)					
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 90% to 92%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	90%	**92%**					

		-PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	**Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	Who - Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and Writing Resource Teacher attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	Teachers meet with Leadership team monthly during Data Chats & Academic Reviews to discuss SMART goal outcomes. Teachers meet weekly with administration to collaborate. Teachers discuss grade level/ subject area curriculum planning, reflection and data analysis	During the Grading Period Common assessments Monthly Demand Writes	

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
Increasing the Rigor in Writer's Workshop	K-5	Writing Resource Teacher	Language Arts Teachers PLC-grade level and vertical teams	October	PLC logs turned into administration	- Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators

	K-5	Writing Resource Teacher	Language Arts Teachers	October	-Administration or Writing Resource Teacher walk-throughs
			PLC-grade level and vertical teams		-PLC logs turned into administration
FCAT 2.0 Update					

- Principal
-AP
- Reading Coach
-Resource Teachers
-PLC & Team facilitators

-

End of Writing/Language Arts Goals

PART II: EXPECTED IMPROVEMENTS

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.	1.1 **<u>Tier 1</u>** The school will establish an attendance committee comprised of Administrators, guidance counselor, behavior specialist, 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	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a regular basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/ Tardy data Ed Connect		

		meets every two weeks.					
Attendance Goal #1: 1. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. 2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93%	**94%**					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	173	**150**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	266	**150**					
		1.2 Lack of accountability for the system to reinforce parents for facilitating improvement in attendance	1.2 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.2 Social Worker Guidance Counselor PSLT	1.2 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	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
Teach Like a Champion Book Study	K-5	- Principal -AP - Reading Coach -Resource Teachers -Behavior Specialist	ALL Staff Members	August	Administrator Walk-throughs PLC Logs	- Principal -AP - Reading Coach -Resource Teachers -PLC & Team facilitators -Behavior Specialist

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> - 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 CHAMPS walk-	1.1 <u>Who</u> -- Principal -AP -Behavior Specialist - Reading Coach -Resource Teachers -PLC & Team facilitators -Discipline Committee	1.1 - Discipline Committee will review data on Office Discipline Referrals ODRs and out of school suspensions data monthly.	EASI ODR and suspension data cross-referenced with mainframe discipline data		

		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-through data chats.					

Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 0%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 0% 3. The total number of Out-of-School Suspensions will decrease by 25%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 25%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	**0**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	**0**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	115	**86**					

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	67	**50**					

				Boys to Men/Pink Wish organization empower students through etiquette, academics, economic empowerment and community outreach.	Who Behavior Specialist School Psychologist Social Worker	Discipline Committee will review data on Office Discipline Referrals ODRs and out of school suspensions data monthly.	EASI, ODR and suspension data cross-referenced with mainframe discipline data

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
CHAMPS	K-5	District	School-wide	August	Administration walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

End of Suspension Goals

Health and Fitness Goal(s)

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. Additional Goal <u>Additional Goal #1:</u>		Health and physical activity initiatives developed and implemented by the Principal's designee.	Principal AP	Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.		

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 56% on the Pretest to 60% on the Posttest.	2012 Current Level:	2013 Expected Level:					
	56%	60%					

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)

ADDITIONAL GOAL(S)	**Problem-Solving Process to Incre**						

	ase 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. Additional Goal <u>Additional Goal #1:</u>	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 implementati	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. Team facilitators will guide their PLC	1.1 <u>Who</u> --Principal -AP -Behavior Specialist -Reading Coach -Resource Teachers -PLC & Team 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 Logs		

	on of the Plan -Do-Chec k-Act mod el. -Still conf usio n on how the Plan -Do-Che ck-Act mo del work s. - Still som e resis tance to staff mem bers atten ding PLC s and/ or arriv ing	s thro ugh the Plan -Do-Chec k-Act mod el for units of instr uctio n. The work will be recor ded on PLC logs that are revie wed by the Lead ershi p Tea m.					

	on time to meetings. - Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.						

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.	2012 Current Level:	2013 Expected Level:					

	60%	75%					
		1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 Who Leadership team How Leadership team aggregates the data	1.2 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.	1.2 PLC Logs	

Continuous Improvement Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Facilitators	K-5	Alexis Van Vuren	PLC Facilitators Team Facilitators Behavior Specialist Administration School Psychologist Social Worker	On-Going	PLC Logs	Administration

Plan-Do-Check-Act Model	Leadership Team -- Principal All teachers -AP -Behavior Specialist - Reading Coach -Resource Teachers -PLC & Team facilitators	School-wide	On-Going	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	- Principal -AP -Behavior Specialist - Reading Coach -Resource Teachers -PLC & Team facilitators

End of Additional Goal(s)

Comprehensive English Language Learning Assessment (CELLA) Goals

Editor Note: Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report

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/ satisfactory performance in Listening/ Speaking.	1.1.	1.1. **See Reading ELL Goals**	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 34% to 38%.	2012 Current Percent of Students Proficient in Listening/Speaking: **34%**					
		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/ satisfactory performance in Reading.	2.1.	2.1. **See Reading ELL Goals**	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 32% to 34%.	2012 Current Percent of Students Proficient in Reading :					

	32%					
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/ satisfactory performance in Writing.	2.1.	2.1. **See Reading ELL Goals**	2.1.	2.1.	2.1.	

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 25% to 28%.	2012 Current Percent of Students Proficient in Writing : **25%**					

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Increase the number of and participants in STEM competitions, and events, including STEM Fair, Math Bowl, Science Bowl, and Science Olympics.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 -- Principal -AP -Behavior Specialist - Reading Coach -Resource Teachers -PLC & Team facilitators	1.1 Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

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
Science Fair	K-5	Science resource	School-Wide	September	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	-Principal -AP -Behavior Specialist - Reading Coach -Resource Teachers -PLC & Team facilitators

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase student interest in career in program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 1 in 2011-2012 to 2 in 2012-2013	1.1.	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. -- Principal -AP -Behavior Specialist - Reading Coach -Resource Teachers -PLC & Team facilitators	1.1. Log of career assembles	1.1. Log of number of CTSO events Log of number of students who attend CTSO events

CTE Professional Development

Professional Development (PD) aligned with Strategies through

Professional Learning Community (PLC) or PD Activity

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

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

□ Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Attendance Goal 1.1	Teacher Mini-Grants Approved by SAC: Spanish Rosetta Stone Level 1-5. Because of the large number of Spanish speaking families that we have, this product will help the office and Guidance staff to communicate with families in hopes of aiding with difficulties that normally hurt our attendance rates.	$399.00	
Reading Goal 4.1	Teacher Mini-Grants Approved by SAC: Scholastic Scope magazine subscription for 30 students (class set). This subscription will help our bottom quartile students improve their fluency through the class activities. The concepts in these magazines align with SpringBoard and three teachers' students will benefit from them.	$288.75	
Mathematics Goal 3.1	Teacher Mini-Grants Approved by SAC: White boards, dry-erase markers, and erasers for Ms. C's math class. These are used for quickly assessing student performance during instruction. Immediate feedback is provided to the teacher so the children can be redirected.	$200.73	
Science Goal 1.1	Teacher Mini-Grants Approved by SAC: 6th grade VersaTile Science Lab. The contents in these kits will help with DI, CCIM, Maximizing Mondays, and the data obtained from the lessons will be discussed in the Science PLCs.	$280.00	
Reading Goal 3.3 Suspension Goal 1.1	Teacher Mini-Grants Approved by SAC: School set of 61 copies of "Bullying In Schools: What You Need to Know." These books will be used and referenced by our OLWEUS anti-bullying team to devise lessons that are engaging for students while also developing their reading skills.	$71.10	

Reading Goal 1.1 and 3.1	Teacher Mini-Grants Approved by SAC: The Reading Coach completed this grant request for three different class-sets of novels to be used with different groups based on their Reading performance levels. The books are: "Sadako and the Thousand Paper Cranes," "Catching Fire," and "Mockingjay."	$851.03	
Math Goal 1.1	Teacher Mini-Grants Approved by SAC: 30 basic school-grade solar calculators to be used in 7th and 8th grade Math classrooms	$194.27	
Reading, Goal 4.1. See Action Step #5 for food reference	Supplies (including food) to support Ravens Best Student Incentive Program Clarifying details: Vendors included BJ's Wholesale, Dunkin Donuts, Best Buy (This budget item supports all goal areas.)	$300	
See Math, Goal 5a – See Action Step #3	Food snacks for students attending Saturday School	$150	
See Reading, Goal 4.3 for a description of this incentive strategy	Gift cards to Barnes and Nobles, Target, movie theaters, and McDonalds to support the student Reading Counts Incentive Program	$400	
See Reading, Math, and Science Professional Development sections.	The Collaborative Teacher – Books used for book study to strengthen PLCs	$200	
See Reading, Math, and Science Professional Development sections.	Interactive Think Alouds – Improve higher order thinking across all goal areas	$315	
See Drop Out Prevention, Goal 1.1	Transportation for field trip to USF for college and career day	$500	
See Reading, Math, and Science Professional Development sections.	Registration for three teachers to attend the Kagan conference. These teachers will provide site-based professional development to the faculty.	$450	
Reading Goal 2.1	Substitute allocation for classroom teacher to attend one day of Kagan conference during regular school hours.	$75.48/day	
Parent Involvement Goal 1.1	Supplies (including food) to support Family Night Events (Family Night on 10/12/2012 and Math, Science, and Writing Family Night on 2/12/13) Clarifying details: Vendors included Pizza Hut, Target, and Publix.	$300	
Final Amount Spent			