

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Anderson Elementary School	District Name: Hillsborough
Principal: Erik Holley	Superintendent: MaryEllen Elia
SAC Chair: Angela Gould	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Erik Holley	Masters Elementary Education, Primary Education, ESOL, School Principal, Gifted Education	4	9	Anderson Elem. 2011-12 B ■ Anderson Elem. 2010-2011:B, No AYP-92% Anderson Elem. 2009-2010:A,
Assistant Principal	Kristi-Lyn Ricketts	Certified 1-6, Elementary Education, ESOL, Leadership	3	3.5	Anderson Elem 2011-12 B ■ Anderson Elem. 2010-2011:B, No AYP-92% ■ Dunbar Elem. 2009-2010:B, No 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.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Kimberly Youmans		2	2	

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Principal	June	
2. MAP (Merit Award Pay)	Principal	July	
3. Pay for Performance	Principal	July	
4. Empowering Effective Teachers	Admin Team, Peers, Mentors	July	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
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of-field/ and who are not highly qualified.	
<ul style="list-style-type: none"> ● Out of Field- ESOL- 4 Out of Field- Varying Exceptionalities- 1 Out of Field- Art- 1 ● Less than Effective- 1 	<ul style="list-style-type: none"> ● TIP, Peer/ Mentor, ACP programs ● Assistance plan involving district administrators, school level reading coach, admin and classroom teacher

Staff Demographics

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

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

To tal Nu m ber of In str uc tio nal Sta ff	% of Fir st- Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6- 14 Yea rs of Exp erie nce	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre es	% Hi gh ly Qu alif ied Te ach ers	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ach ers	% ES OL End orse d Tea cher s
34	9% (3)	29 %(1 0)	29 %(1 0)	32 %(1 1)	24 %(8)	10 0	0	6	88 %(3 0)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kristin Stanley	Erica Carbone	Ms. Stanley is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristin Stanley	Samantha Plymale	Ms. Stanley is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Kristin Stanley	Raechel Yonke	Ms. Stanley is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kristin Stanley	Katherine Welsh	Ms. Stanley is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Kristin Stanley	Whitney Prueser	Ms. Stanley is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>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.</p>
<p>Title I, Part C- Migrant</p> <p>The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>

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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

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

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

School-Based MTSS/Rtl Team

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Identify the school-based MTSS leadership team.

Erik Holley, Principal

Kristi-Lyn Ricketts, Assistant Principal

Ann Murphy, Guidance

Jennifer Bryant, Psychologist

Libby Jordan, Social Worker

Susan Schnitzlein, Speech Therapist

Candice Flynn, VE Teacher

Julie Harahan- Reading Resource Teacher

Kimberly Youmans- Reading Coach

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

The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

- o Determine scheduling needs, curriculum and intervention resources

- o Review/interpret student data (Academic and Behavior)

- o Organize and support systematic data collection.

- o Strengthen the Tier 1 (core curriculum) instruction:

- o Act as a resource for the Tier 2 teams

- o Through the implementation of PLCs

- o Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
 - o Through the use of Common Assessments given every 6-9 weeks.

- o Through the implementation of research-based, scientifically validated instruction/interventions. This year our MTSS team will focus on Differentiated Instruction practices.

- o Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 3.

- o Monitor interventions and data assessment in Tier 3.

- o Work collaboratively with the PLCs in the monitoring of Tier 2 implementation of strategies

- o Coordinate/collaborate with other working committees such as the Reading Leadership Team to identify professional development needs and resources

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP?

- The MTSS Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 11-12 school year and during preplanning for 12-13
- The School Improvement Plan is the document that guides the work of the MTSS Team. The large part of the work of the MTSS Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.
- Since one of the main tasks of the MTSS Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source Database Person (s) Responsible

FCAT released test Sagebrush Reading Coach, AP

Baseline and Midyear District Assessments Scantron Achievement Series

Data Wall Reading Resource Teacher, PLST, PLCs, individual teachers

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and

Science Scantron Achievement Series

Data Wall

PSLT, PLCs, individual teachers

Program Generated Assessments Software Individual teachers

FAIR Progress Monitoring and Reporting Network Data Wall Reading Coach/ Reading PLC Facilitator CELLA
Sagebrush (IPT) ELL PSLT Representative

Common Assessments of chapter/segments tests using adopted curriculum resources Subject

Area Generated Database individual teachers, PSLT

Nine Week Exams Subject Area Generated Excel Database individual teachers, PSLT

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Mini-Assessments on specific tested Benchmarks Subject Area Generated Excel Database Individual teachers

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

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

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2010-2011 school year. The MTSS Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS Team will work to align the efforts of other school teams that may be addressing similar identified issues.

All teachers will complete the state perceptions of MTSS Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to MTSS implementation.

Dia Davis is meeting with small groups and individual teams to improve implementation of new MTSS procedures and paperwork. .

Describe the plan to support MTSS.

MTSS meets weekly with a rotation of grade levels to plan, monitor and evaluate the MTSS process at Tier 3, as well as provide support and resources in Tier 2.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Erik Holley, Principal
- Kristi-Lyn Ricketts, Assistant Principal
- Julie Harahan, Reading Resource Teacher
- Kimberly Youmans, Reading Coach
- Angela Gould, Media Specialist
- Taylor Jones- Primary Teacher
- Minerva Marengo-Perez- Intermediate Teacher

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

Reading Resource Teacher will work in classrooms to assist children in Tier 2 and 3, as well as to provide resources' to teachers.

Reading coach will be going into the classrooms coaching teachers to use best practice. Annual Family Reading Night will be held. This night will give the opportunity for children to have fun reading, but will also educate parents on strategies and activities they can do with their children to increase their love and ability in reading.

The LLT will meet quarterly and review reading data in each classroom. However, data is reviewed by administrators weekly by the PLC logs, which grade levels turn in. They will hold teacher accountable to ensure that proper interventions and extensions are given when deemed appropriate.

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.

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

- Increase parent participation in Family Reading Night
- Although Reading Resource Teacher works with children in all grades, RRT's focus is on grades 4-5 FCAT to assist struggling readers so that they may make gains.
- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

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

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

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

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.

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>I.1. -Teachers knowledge base of Common Core Standards and text complexity needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>I.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to <u>select/identify</u> complex text, <u>shift</u> the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Needs to be addressed during PLC and MTSS Reading Coach and Resource Teacher model CCSS strategies in</p>	<p>I.1. <u>Who</u> -Principal -AP -Reading Coach -Reading Resource Teacher -PLC facilitators <u>How</u> PLC Weekly Logs submitted to administration and copied to internal folder for teacher reference -Administration and coach rotate through PLCs looking for complex text discussion.</p>	<p>I.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs monitor progress -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -Reading Resource Teacher and Reading Coach collaborate and share data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>DRA FAIR Running Records Formative assessments</p>		
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		classrooms					
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 68% to 70%.							
	68%	70%					
		1.2. Students not taking ownership of their work.	1.2. Strategy Include children in on setting and monitoring goals for themselves. Action Steps 1. Identify current level of achievement. 2. Set reasonable goal for each academic quarter	1.2. Who Teachers, students How Mid-term and quarterly teacher conferences with students to monitor goal progress.	1.2. Teacher facilitates student led conferencing no later than the second planned conference night, as appropriate.	FAIR (3x yr), Running Records, DRA, Fluency Checks and logs, as applicable	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Goals 1 and 3	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 43% to 45%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	43%	45%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1. Teacher lack of training in analyzing and utilizing data to plan for further instruction.	3.1. Site-based professional development to address: Use of EASY CBM New MTSS procedures Data analysis	3.1. <u>Who</u> Principal Asst. Principal MTSS School Facilitator Reading Resource Teacher Reading Coach District MTSS Facilitator Grade level PLC facilitators <u>How</u> PLC weekly notes Quarterly reviews Faculty mtg Staff Dev’t MTSS Tier 3 meetings Monitor EASY CBM Usage	3.1. -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Provide Feedback to grade levels, based on weekly PLC notes	3.1. FAIR (3x yr), Running Records, DRA, Fluency Checks and logs, as applicable		

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<p><u>Reading Goal #3:</u></p> <p>Points for students making Learning Gains in reading on the 2013 FCAT Reading will increase from 70 points to 72 points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>70</p>	<p>72</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1.</p>	<p>4.1. See Goals 1 and 3</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		

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<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 73 points to 75 points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>73</p>	<p>75</p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p>	<p>Strategy Data Check</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Reading Goal #5:</u></p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1 &3</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		

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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White:Y Black:Y Hispanic:60% Asian:45% American Indian:NA	White: Black: Hispanic:64% Asian:51% American Indian:NA					
		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		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1. Parents lack of current CCSS Standards and strategies to assist children at home.</p>	<p>5B.1. Parent Reading Night: Focused on strategies for struggling readers, on level readers and children in need of enrichment.</p>	<p>5B.1. <u>Who</u> Literacy Leadership Team <u>How</u> Sign-in sheets Parent written feedback</p>	<p>5B.1. Quarterly and mid-term student progress alerts</p>	<p>5B.1. FAIR (3x yr), Running Records, DRA, Fluency Checks and logs, as applicable</p>		
<p><u>Reading Goal #5B:</u> The percentage of economically disadvantaged students making satisfactory progress in reading on the 2013 FCAT Reading will increase from 60% to 64%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>60%</p>	<p>64%</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	

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

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's Reading Coach, with assistance by the ELL paraprofessional.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p>	<p>5C.1.</p> <p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-Reading Coach and ELL para provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-Reading Coach models lessons using A+ Rise Strategies for</p>	<p>5C.1.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-Reading Coach</p> <p>ELL Paraprofessional</p> <p><u>How</u></p> <p>-MTSS data discussions, one focus for discussions is targeted ELL student identification for RTI as well as gifted identification.</p>	<p>5C.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level.</u> —</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-Reading Coach and ELL Para meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p><u>Leadership Team Level</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-Reading Coach meet with MTSS team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1.</p> <p>-FAIR</p> <p>-CELLA</p>		
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		ELLs. -Reading Coach observes content area teachers using A+Rise and provides feedback, coaching and support.					
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of English Language Learners making satisfactory progress in reading on the 2013 FCAT Reading will increase from 44% to 50%.							
	44%	50%					
	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Assistance Principals, ESE Case Managers <u>How</u> IEP Progress Reports reviewed during quarterly reviews</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC facilitator/ ESE Case Managers share SWD data with the MTSS -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR -Formative Assessments DRA Running Records</p>		
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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Students with Disabilities making satisfactory progress in reading on the 2013 FCAT Reading will increase from 23% to 31%.	23%	31%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

Please note that each Strategy does not require a
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professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	k-5	Jackie McHugh, Minerva Marengo-Perez	Core content teachers	Pre-planning	Ongoing Reading Coach Support	Reading Coach/ Resource Content are teacher
DRA/ Running Records Refresher Course	K-5	Julie Harahan	Core Content Teachers	September 17,24	Coached Observations	Literacy Leadership Team
A+ Rise	k-5	Reading Coach, ELL Para	Schoolwide	By January 2013	Observations	Administration

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>I.1. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>I.1. Students math achievement improves through frequent participation in <u>higher order questions/discussion activities</u> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. <u>Actions/Details</u> <i>Within PLCs</i> -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/ activities for upcoming lessons</p>	<p>I.1. <u>Who</u> -Administrative Team -Grade Level PLC <u>How Monitored</u> -PLCS turn in their weekly PLC Notes -PLCs receive feedback on their notes -Classroom observations, formal and informal</p>	<p>I.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the MTSS, who will review assessment data for positive trends.</p>	<p>I.1. <u>2x per year</u> District Baseline and Mid-Year Testing Chapter assessments Easy CBM assessment data for tier 2 and 3 students</p>		
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	<p>to increase the lessons' rigor and promote student achievement.</p> <p><i>In the classroom</i></p> <p><u>During the lessons</u> <u>teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content.</p> <p>-Facilitate Student Accountable Math Discussions</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple</p>					
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		<p>approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p><u>During the lessons students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>-Administration focuses in on H.O.T during planned and informal observations</p>					
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<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 68% to 70%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68%</p>	<p>70%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p>	<p>2.1.</p> <p>See Goal #1,3</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Mathematics Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 31% to 33%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>31%</p>	<p>33%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. -Teachers are at varying levels of using Differentiated Instruction strategies.</p>	<p>B.1. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-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.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p>	<p>B.1. <u>Who</u> -Principal -AP -PLC Facilitators -Content area teachers</p> <p><u>How</u> Weekly review of PLC notes Review of data from observations, related to differentiation</p>	<p>B.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs review data. -PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction.</p>	<p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>Chapter assessments</p>		
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		<p><i><u>PLCs After Instruction</u></i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p>					
<p><u>Mathematics Goal #3:</u></p> <p>The percentage of students showing learning gains on the 2013 FCAT Math will increase from 56points to 58points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>56 points</p>	<p>58 points</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>		

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		B.3.	B.3.	B.3.	B.3.		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Student Evaluation Tool			
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1. See Goals #1,3	4.1.	4.1.			
<u>Mathematics Goal #4:</u> The percentage of students showing learning gains on the 2013 FCAT Math will increase from 45points to 50points	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45%	50%					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1 &3</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Mathematics Goal #5A:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:75 Black:33 Hispanic:60 Asian:Y American Indian:NA</p>	<p>White: 78 Black: 40 Hispanic: 64 Asian: American Indian:NA</p>					
		<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	

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		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1 See Goals 1 & 3.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62%	66%					

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		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Because of the amount of higher-level reading on the FCAT Math assessment, our struggling readers perform poorly on the Math portion of the FCAT. Data has shown that our ELL Students performed poorly on reading FCAT</p>	<p>5C.1. Utilize strategies from the reading portion of the SAC plan, specific to ELL readers to help them to increase their level of reading comprehension, so that they may perform better on mathematics problems that require a higher level of reading. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p>	<p>5C.1. <u>Who</u> -School based Administrators -District Resource Teachers -Reading Coach ELL Paraprofessional <u>How</u> -Administrative observations utilizing the Danielson Rubric- focusing on differentiation for ELL students <u>Action Steps</u> -Reading Coach and ELL para provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -Reading Coach models lessons using</p>	<p>5C.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level.</u> — -PLCs reflect on lesson outcomes and data used to drive future instruction. -Reading Coach and ELL Para meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction. -Reading Coach meet with MTSS team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1. FAIR -CELLA -Math and reading formative assessments Chapter assessments</p>		
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			A+ Rise Strategies for ELLs. -Reading Coach observes content area teachers using A+Rise and provides feedback, coaching and support.				
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of English Language Learners making satisfactory progress in reading on the 2013 FCAT Math will increase from 50% to 55%.							
	50%	55%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Assistance Principals, ESE Case Managers <u>How</u> IEP Progress Reports reviewed during quarterly reviews</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC facilitator/ ESE Case Managers share SWD data with the MTSS -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -Formative Assessments DRA</p>		
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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Students With Disabilities making satisfactory progress in reading on the 2013 FCAT Math will increase from 31% to 38%.	31%	38%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>Algebra Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
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End of Algebra EOC 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
A+ Rise	k-5	Reading Coach, ELL Para	Schoolwide	By January 2013	Observations	Administration
Weekly PLC	k-5	Grade level facilitators	Schoolwide	Weekly	PLC notes	Administration
MTSS/RTI	k-5	MTSS Team Leader	MTSS Team members	Every 6 weeks	MTSS Log	Administration

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. Struggling readers experience difficulty with FCAT science level of text complexity.</p> <p>-Teachers knowledge base of Common Core Standards and text complexity needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>-Training all content area teachers</p>	<p>1.1. Common Core Reading Strategy Across all Content Areas</p> <p>Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation.</p> <p>Action Steps</p> <p>Needs to be addressed during PLC and MTSS</p>	<p>1.1. Who</p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-Reading Resource Teacher</p> <p>-PLC facilitators</p> <p>How</p> <p>PLC Weekly Logs submitted to administration and copied to internal folder for teacher reference</p> <p>-Administration and coach rotate through PLCs looking for complex text discussion.</p>	<p>1.1. Teacher Level</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>PLC Level</p> <p>-Using the individual teacher data, PLCs monitor progress</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>Leadership Team Level</p> <p>-Reading Resource Teacher and Reading Coach collaborate and share data with the Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>DRA</p> <p>FAIR</p> <p>Running Records</p> <p>Formative assessments</p>		
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		Reading Coach and Resource Teacher model CCSS strategies in classrooms					
<u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 58% to 60%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. Students' limited science specific vocabulary</p>	<p>2.1. Use of the 5-day vocabulary plan to enrich student science vocabulary</p> <p>Inter-vertical PLC meetings to address science vocabulary specific to each grade level.</p>	<p>2.1. Who</p> <p>Content area teachers</p> <p>Vertical PLC</p> <p>How</p> <p>Lesson plans from team planning sessions specifically to address Science Vocab,</p>	<p>2.1. Teacher Reflection</p> <p>PLC meeting notes</p>	<p>2.1. Chapter assessments</p> <p>PLC notes</p>		
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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 23% to 25%.	23%	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cross Content/ text complexity	k-5	Literacy Leadership Team	School-wide	Pre-planning	Review of lesson plans, quarterly reviews	Content area teachers Literacy Leadership Team

End of Science Goals

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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	Strategy Data Check	Student Evaluation Tool		
1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. State expectations for proficiency are changing fluidly.	1.1. All teachers recertify for their grade-level appropriate scoring tool/ anchor papers. Selected teachers attend district writing contact meetings and share information with faculty	1.1. <u>Who</u> Content-area teachers Asst. Principals <u>How</u> Faculty meeting agendas Staff Development records	1.1. PLC notes STAR/SMILR conferences with students	1.1. Monthly district writing samples		

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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring at or above a level of proficiency on the 2013 FCAT Writing Assessment will increase from 85% to 88%.	85%	88%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

Please note that each Strategy does not require a

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professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Writing Contact	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Updates	k-5		School-wide	After each writing contact meeting	PLC notes	PLC Facilitators
Scoring Moodle	k-5	Asst. Principal	School-eide	Throughout year	Staff Development Records	Asst. Principal

End of Writing Goals

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Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1 Attendance referrals are not being initiated consistently</p>	<p>1.1 Tier 2 Beginning at the 5th unexcused absence, the data processor will place a copy of the attendance intervention referral form in the teacher's mailbox. The teacher will then initiate the attendance referral and submit it to the social worker</p>	<p>1.1 Social Worker Guidance Counselor PSLT Data processor Daily review of attendance</p>	<p>1.1 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the social worker and guidance counselor and maintain communication about these children.</p>	<p>Instructional Planning Tool Attendance/Tardy data</p>		
<p><u>Attendance Goal #1:</u> Annual schoolwide student attendance will increase from 95.84% to 96%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>95.84%</p>	<p>96%</p>					

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	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Unexcused</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Unexcused Absences</u> <u>(10 or more)</u>					
	44	35					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Unexcused</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Unexcused Excessive</u> <u>Tardies</u> <u>(10 or more)</u>					
	98	75					
		1.2. After a student misses one day, there is a sense of apathy since the child has already "lost" the attendance award	1.2. Instead of quarterly attendance awards, we will implement the "Attendance Olympics" Every Month students can earn a gold, silver or bronze award based on tiers of absences AND tardies	1.2. Principal SAC Chair How Monthly review of attendance data	1.2. Monthly attendance checks and updates in our newsletter as well as the Closed Circuit slide show that highlights attendance Olympics winners!	1.2. IPT Daily Attendance	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional

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Revised July, 2012

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**Learning
Community (PLC)
or PD Activity**

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

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

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		

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<p>1. Suspension</p>	<p>I.1. None</p>	<p>I.1. Maintain a system of consistent behavior management school wide</p>	<p>I.1. PSLT will monitor monthly behavioral referral data</p>	<p>I.1 <u>Who</u> -PSLT Committee -Leadership Team -Administration</p>	<p>I.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals and out of school suspension data monthly.</p>		
<p><u>Suspension Goal #1:</u> School will maintain or decrease out-of- school suspensions based on the 2011-12 baseline of 9 out of school suspensions.</p>	<p><u>2012 Total Number of</u> <u>In -School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>In- School Suspensions</u></p>					
	<p>2</p>	<p>2</p>					
	<p><u>2012 Total Number of Students Suspended</u> <u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u> <u>In-School</u></p>					
	<p>2</p>	<p>2</p>					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>Out-of-School Suspensions</u></p>					

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	9	9					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of-School</u>	<u>Out-of-School</u>					
	7	7					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

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

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement 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. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		

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Enter narrative for the goal in this box.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention 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
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End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement 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. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Parent Involvement Goal(s)</p>	<p>Problem-solving Process to Parent Involvement</p>						
<p>Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement 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

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

Health and Fitness Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1 Health and physical activity initiatives developed and implemented by the Principal's designee.	1.1 Principal's designee.	1.1 Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.1 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	1.1 Health and physical activity initiatives developed and implemented by the Principal's designee.		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 78% on the Pretest to 89% on the Posttest.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	78%	89%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Health and Fitness Goals Professional Development

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

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

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

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

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

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	nt						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1. Communication: Looking at the SCIP survey results, it is apparent that any items that appeared as items for development could be resolved by effectively communicating.	1.1. Increase parent communication school wide through: monthly, consistent newsletters, available online. Teacher printed and electronic newsletters SAC chairperson will include monthly updates in the school wide newsletter.	1.1. Principal will monitor as teachers copy administration on all classroom-wide electronic communication	1.1. Newsletters will include monthly SAC updates to inform parents of goals and progress <u>Continuous Improvement Goal #1:</u> During the 2012-13 school year the percentage of parents responding on the SCIP Survey that they are aware of the SAC and its role will increase from 49.3% to 60% on the Spring administration.	1.1. Spring administration of the SCIP survey. <u>2012 Current Level :*</u>		

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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
During the 2012-13 school year the percentage of parents responding on the SCIP Survey that they are aware of the SAC and its role will increase from 49.3% to 60% on the Spring administration.							
	49.3%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

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

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		

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Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

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

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<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's Reading Coach, with assistance by the ELL paraprofessional.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p>	<p>1.1</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-Reading Coach and ELL para provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-Reading Coach models lessons using A+ Rise Strategies for ELLs.</p> <p>-Reading Coach observes content area teachers using A+Rise and provides feedback, coaching and support.</p>	<p>1.1</p> <p>Who</p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-Reading Coach</p> <p>ELL Paraprofessional</p> <p>How</p> <p>-Administrative observations utilizing the Danielson Rubric- focusing on differentiation for ELL students</p>	<p>1.1</p> <p>Teacher Level</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>PLC Level. --</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-Reading Coach and ELL Para meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>Leadership Team Level</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-Reading Coach meet with MTSS team to review performance data and progress of ELLs (inclusive of</p>	<p>1.1</p> <p>-FAIR</p> <p>-CELLA</p>	
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				LFs)		
<u>CELLA Goal #C:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
The percentage of ELL students scoring in the proficient range in CELLA Listening subtest will increase from 37.5% to 50%						
	37.5%					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1 -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's Reading Coach, with assistance by the ELL paraprofessional. -Teachers implementation of A+ Rise is not consistent across core courses.</p>	<p>2.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL. <u>Action Steps</u> -Reading Coach and ELL para provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -Reading Coach models lessons using A+ Rise Strategies for ELLs. -Reading Coach observes content area teachers using A+Rise and provides feedback, coaching and support.</p>	<p>2.1 <u>Who</u> -School based Administrators -District Resource Teachers -Reading Coach ELL Paraprofessional <u>How</u> -Administrative observations utilizing the Danielson Rubric- focusing on differentiation for ELL students</p>	<p>2.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level.</u> -- -PLCs reflect on lesson outcomes and data used to drive future instruction. -Reading Coach and ELL Para meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction. -Reading Coach meet with MTSS team to review performance data and progress of ELLs (inclusive of</p>	<p>2.1 -FAIR -CELLA</p>	
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				LFs)		
CELLA Goal #D:	<u>2012 Current Percent of Students Proficient in Reading :</u>					
The percentage of ELL students scoring in the proficient range in CELLA Reading subtest will increase from 20.8% to 25%						
	20.8%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
E. Students scoring proficient in Writing.	2.1. All teachers recertify for their grade-level appropriate scoring tool/ anchor papers. Selected teachers attend district writing contact meetings and share information with faculty	2.1. <u>Who</u> Content-area teachers Asst. Principals <u>How</u> Faculty meeting agendas Staff Development records	2.1. PLC notes STAR/SMILR conferences with students	1.1. Monthly district writing samples	2.1. All teachers recertify for their grade-level appropriate scoring tool/ anchor papers. Selected teachers attend district writing contact meetings and share information with faculty	

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<p><u>CELLA Goal #E:</u></p> <p>The percentage of ELL students scoring in the proficient range in CELLA Writing subtest will increase from 33.3% to 40%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>33.3%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

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		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

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<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Enter narrative for the goal in this box.							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals	Problem-Solving Process to Increase						

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	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		
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>Geometry Goal H:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>I. Students scoring in the upper third on Geometry.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal I:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
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End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>		
<p><u>Science Goal J:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

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

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<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><u>Biology Goal K:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p>Biology Goal L:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

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

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<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1</p> <p>Need common planning time for teachers of math and science.</p>	<p>1.1</p> <p>-Implement long-term investigations</p> <p>-Implement STEM Design Challenges</p>	<p>1.1</p> <p>PLC Facilitator</p>	<p>1.1</p> <p>Lesson Plan Checks</p>	<p>1.1</p> <p>Science and Math formative assessments</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PLC Facilitators	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	k-5		Math and Science Teachers	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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Professional Learning Community (PLC) or PD Activity

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

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

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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

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Final Amount Spent			