

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

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School Name: McKittrick Elementary	District Name: Hillsborough
Principal: Allison Cline	Superintendent: Mary Ellen Elia
SAC Chair: Debbie Manrique	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Allison Cline	BA Elem. Ed. 1-6/ESOL MS The Principalship Educational Leadership/All Levels	3	7	10-11: A 100% AYP, 09-10: A 100% AYP, 08-09: A 95% AYP, 07-08 A 92% AYP
Assistant Principal	Cathy Bishop	BS/PE K-12/Nursery-K Elem. Ed.1-6/ESOL M.ED Educational Leadership/All Levels	4	5	10-11: A 100% AYP 09-10: A 100% AYP, 08-09: A 100% AYP, 07-08: C 79% AYP

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Rebekah Howard	BA/Elem Ed. 1-6 ESOL	< 4	5	10-11: A 100% AYP, 09-10: A 100% AYP, 08-09: A 100% AYP, 07-08: F 69% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
1. MAP	Supervisor of Data Analysis	July 2012	
2. New Teachers meet with Administration on a regular basis	Principal	On-going	
3. Partner new teachers with veteran staff	Assistant Principal	On-going	
4. District Mentor Program	District Mentors	Ongoing	
5. District Peer Program	District Peers	Ongoing	
6. Opportunities for teacher leadership	Principal	Ongoing	
7. Regular time for teacher collaboration	Principal	Ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	In compliance through in-service points.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
71	7%(5)	10%(7)	38%((27)	45%(32)	33%(24)	99%(70)	1%(1)	15%(11)	77%(55)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
	Ellyse Rowland Charles Jansen		
	Matthew Moffitt Brittany Giglio		

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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.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education

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Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The school-based leadership team consists of the principal, assistant principal, school psychologist, guidance counselor, reading coach, ESE specialist, speech therapist, ESE representative and K-5 grade-level representatives
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? <ul style="list-style-type: none">• 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 RtI 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.• Our MTSS Team will be called the Academic Support Leadership (ASLT) Team and will meet to:<ul style="list-style-type: none">○ Use the MTSS/RtI problem solving model to:○ Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)○ Determine scheduling needs, curriculum and intervention resources○ Review/interpret student data (Academic and Behavior)○ Organize and support systematic data collection.○ Strengthen the Tier 1 (core curriculum) instruction:<ul style="list-style-type: none">▪ Through the implementation of PLCs▪ Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments▪ Through the use of Common Assessments given every 6-9 weeks.▪ Through the implementation of research-based, scientifically validated instruction/interventions. This year our RtI team will focus on Differentiated Instruction practices.• Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.• Monitor interventions and data assessment in Tier 2 and Tier 3.• Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring• Coordinate/collaborate with other working committees such as the Reading Leadership Team• Assist in the implementation and monitoring of the Differentiated Accountability Model• Identify professional development needs and resources

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- Collect and review grade level assessment data and provide feedback regarding data driven instructional planning and goal setting

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

- The co-chair of the Academic Support Team attends SAC meetings as an ASLT (Academic Support Leadership Team) representative.
- The Academic Support Team along with the faculty and SAC were involved in School Improvement Plan development.
- The Academic Support Team worked collaboratively to write the MTSS goals included in this School Improvement Plan.

The School Improvement Plan is the document that guides the work of the Academic Support Team. The large part of the work of the Academic Support Team is outlined in the Action Steps, Evaluation Process, Evaluation Too, and Professional Development of the School Improvement Plan

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. 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 ASLT rep will attend SAC meetings
- The ASLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the ASLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- MTSS will be implemented school wide, Tuesdays through Fridays, for 30 minutes daily. RTI interventions and enrichment will be provided based on data driven instructional needs.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the ASLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The ASLT will use the Fidelity rubric to evaluate effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.

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Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The ASLT will communicate with and support the PLCs in implementing the proposed strategies by assigning ASLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger ASLT team through the subject area ASLT representatives.
- The ASLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students’ progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

Describe the plan to train staff on MTSS.

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Describe plan to support MTSS.

- The ASLT team will provide resources and collaborate with teachers to ensure they are following MTSS/RtI procedures.
- Teachers may review the RtI PowerPoint presented to Principals during School Improvement Training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Guidance Counselor, Reading Coach, School Psychologist, ESE Representative, PLC Facilitators for grades K-5.

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

LLT meets weekly to discuss student needs and progress of Tier 2/3 students

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

To continue to collect data for progress monitoring purposes.

Professional Development

Co-planning, modeling and observation of research based strategies

NCLB Public School Choice

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

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

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

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

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

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***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.	1.1.	1.1.	1.1	1.1
Reading Goal #1: In grades 3-5, The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 89% to 90%	2012 Current Level of Performance:* 89%	2013 Expected Level of Performance:* 90%	Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM) with the core curriculum	Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. Teachers will continue to adhere to the uninterrupted 90 minute reading block with an additional 30 minutes integrated into the instructional day to provide enrichment and remediation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level content area PLC action plans.	<u>Who</u> -Principal -AP - PSLT -Reading Coach -Teacher <u>How</u> - <i>PLC data and logs turned into ASLT. ASLT reviews and provides feedback.</i> - HCPS Informal Observation Pop-In Form (EET tool). -Reading PLC Logs -Lang. Arts PLC Logs -SS PLC Logs -PLC's turn their logs in to administration and coach after unit if instruction complete.	PLCs will review evaluation data at monthly PLC meetings. PLC facilitator will share data with the Academic Support Leadership Team. The Problem-Solving Leadership Reading/Leadership Team will review assessment data. PLC's reflect on lesson outcomes and data used to drive future instruction. First Nine Week Check	3x per year -FAIR <u>During nine weeks</u> -Comprehension Strategy mini Assessments -Student Work -Monthly Running Records - Macmillan/McGraw-Hill unit of study Assessment -School generated review nine week assessment (by course) of all mini skills
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			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.	2.1.	2.1.	1.1.	
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 66% to 68%	2012 Current Level of Performance:* 66%	2013 Expected Level of Performance:* 68%	Teachers are at varying skill levels with higher order questioning techniques.	Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students’ reading skills will improve through participation in HOT activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. <u>Action Steps</u> Action Steps for this strategy are outlined on grade level content area PLC action plans.	<u>Who</u> -Teacher -Principal -AP -Reading Coach <u>How Monitored</u> -PLC notes turned into administration. Administration provides feedback. -HCPS Informal Observation Pop-In Form (EET tool) (HOT strategy on the form.) PLC Logs <u>First Nine Week Check</u>	PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving assessment (by course) of all mini skills covered during the nine weeks. Data is used to drive teacher support and student supplemental instruction	3x per year -FAIR <u>During nine weeks</u> -Comprehension Strategy mini Assessments -Student Work -Monthly Running Records - Reading A, B, C Assessment -School generated review nine week assessment (by course) of all mini skills covered during the nine weeks	
				2.2.	2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3	2.3

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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
3. FCAT 2.0: Points for students making Learning Gains in reading. Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 73 points to 75 points	2012 Current Level of Performance:* 73 points	2013 Expected Level of Performance:* 75 points	3.1. - Teachers are at varying skill levels with higher order questioning techniques.	3.1. Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension, fluency, and vocabulary will increase through use of best practices within the Reader's Workshop model. <u>Action Steps:</u> 1. Identify students performing above proficiency (FCAT, FAIR, and DRA2). 2. Administer teacher training/resource needs assessment to determine support plan. 3. Schedule training and plan for resources. 4. Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary. 5. Teachers administer student interest surveys and progress monitoring assessment to determine base-line data and areas of strength and need.	3.1. <u>Who</u> -Principal -AP -Reading Coach -PLC Facilitators <u>How Monitored</u> -PLC notes turned into administration. Administration provides feedback. -HCPS Informal Observation Pop-In Form (EET tool) -Evidence of strategy in teachers' lesson plans <u>First Nine Week Check</u>	3.1. PLCs will review mini-assessment data. Mini-assessment data recorded in PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. -PLC facilitator will share data with the Problem Solving Leadership Team. -With the Problem Solving Leadership Team 1) reviews FAIR OPM data to determine the percentage of students scoring medium to high and 2) reviews course-generated nine week assessment that includes all skills covered during the nine week period. -The PSLT will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u>	3.1. <u>3x per year</u> -FAIR -District Test ABC <u>During nine weeks</u> -Comprehension Strategy mini Assessments -Student Work -Monthly Running Records - Macmillan/McGraw-Hill unit of study Assessment -School generated review nine week assessment (by course) of all mini skills covered during the nine weeks.
				3.2.	3.2.	3.2.	3.2.

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			3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. - Lack of common planning time to analyze mini lesson data. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	4.1. Teachers will provide an additional 30 minutes each instructional day to remediate. Teachers will embed rigorous tasks in lesson plan <u>Action Steps</u> 1. Through data analysis of FCAT, FAIR, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop an instructional timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. 3. As a Professional Development activity in their PLCs, teachers identify (using District resources and curriculum resources) and/or develop mini lessons and mini assessments for benchmarks. PLCs will use a combination of District and school-generated mini assessments. 4. Teachers implement the mini lessons and mini assessments. 5. Teachers bring assessment data back to the PLCs. 6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.	4.1. <u>Who</u> -Reading Coach -AP -Principal -Teacher <u>-Administration</u> <u>-Reading Coach</u> <u>-Leadership Team</u> <u>-PLC's</u> <u>How</u> -PLC notes turned into administration. Administration provides feedback. -HCPS Informal Observation Pop-In Form (EET tool) (HOT strategy on the form.) -Evidence of strategy in teachers' lesson plans <u>First Nine Week Check</u>	4.1. Teachers analyze mini assessment data on skills taught/reviewed during iii time. Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u>	4.1. <u>3x per year</u> -FAIR <u>During nine weeks</u> -Comprehension Strategy mini Assessments -Student Work -Monthly Running Records - Macmillan/McGraw-Hill unit of study Assessment -School generated review nine week assessment (by course) of all mini skills covered during the nine weeks.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 55 points to 58 points.	<u>2012 Current Level of Performance:*</u> 55 points	<u>2013 Expected Level of Performance:*</u> 58 points					

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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>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.							
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1, 2, 3, & 4	5A.1.	5A.1.	5A.1.
The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 88% to 89%.	White: Black: Hispanic:86% Asian: 88% American Indian:	White: Black: Hispanic:87% Asian: 89% American Indian:					
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 86% to 87%.			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 76% to 78%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goals 1, 2, 3, & 4			
	76%	78%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 72% to 75%	2012 Current Level of Performance:* 72%	2013 Expected Level of Performance:* 75%	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.	SWD student achievement improves through the effective and consistent use of students' IEPs, goals, strategies, modifications, and accommodations. -Throughout the school year, teachers will review students' IEPs to ensure that implementation is consistent. -Teachers work to improve upon the ability to effectively implement the IEP/SWD strategies and modifications into lessons.	Who Principal Assistant Principal ESE Specialist How IEP Progress Reports	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Data is used to drive teacher support and student supplemental instruction.	3x per year - FAIR During the Grading Period - Common assessments (running records, pre, post, mid, unit, and intervention checks)
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	-PLC Facilitators Reading Coach	All Teachers Ongoing PLCs	On-going	Classroom Walkthroughs	Administrations

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments - and to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	1.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. Students’ math achievements improve through use of technology and hands on activities to implement the Core State Standards. <u>Action Steps</u> 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.	1.1. Who -Principal -AP -PLCs How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing this strategy. -Evidence of strategy in teachers’ lesson plans seen during administration walk-through. - PLC calendars/timeline/ logs of targeted skills reviewed by the administration. - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. <u>First Nine Week Check</u>	1.1. PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. <u>First Nine Week Check</u>	1.1. -3x Per Year District Baseline and Mid-Year Testing <u>During Nine Weeks</u> Chapter tests Benchmark mini-assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.
Mathematics Goal #1: The percentage of students scoring Level 3 or higher on the 2013 FCAT Math will increase from 83% to 85%	2012 Current Level of Performance: * 83%	2013 Expected Level of Performance: * 85%					
			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	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1. - Teachers are at varying skill levels with HOT (higher order thinking and questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons and planning instruction for above level learners.	2.1 <u>Strategy/Task</u> Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts thinking by students, assisting them to arrive at new understandings of complex material.	2.1. <u>Who</u> -Administration Team -Team Leaders/ PLC facilitators <u>How</u> -HCPS Informal Observation Pop-In Form (EET tool) -PSLT will create a higher order thinking monitoring tool that includes all of Webb's levels. These materials will be used to train the entire faculty.	2.1. PLCs examine student work and data from HOT and questioning. -Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. -PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>During Nine Weeks</u> Chapter tests Benchmark mini-assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.	
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher in the 2013 FCAT Math will increase from 59% to 61%	59%	61%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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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
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments - and to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	3.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to be re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students through Kagan	3.1. <u>Who</u> -Principal -AP -PLCs <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing this strategy. -Evidence of strategy in teachers’ lesson plans seen during administration walk-through. - PLC calendars/timeline/ logs of targeted skills reviewed by the administration. -ASLT will review the calendars/logs and make progress statements at the end of each nine weeks. <u>First Nine Week Check</u>	3.1. -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. <u>First Nine Week Check</u>	3.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>During Nine Weeks</u> Chapter tests Benchmark mini-assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 74 points to 76 points	<u>2012 Current Level of Performance:*</u> 74 points	<u>2013 Expected Level of Performance:*</u> 76 points				

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				cooperative grouping strategies using the Kagan resource book and strategy cards (remediation and enrichment). 9. PLCs record their work in logs. 10. Teachers will present Higher Order Thinking strategies and critical thinking strategies at monthly faculty meetings in Math..			
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: Enter narrative for the goal in this box. Points earned from students in the bottom quartile making learning gains on the 2013 FCAT will increase from 61 to 65.	<u>2012 Current Level of Performance:*</u> 61 points	<u>2013 Expected Level of Performance:*</u> 64 points	Not always a direct correlation between what the student is missing in the regular classroom and instruction during RTi.	Students’ math skills will improve through receiving RTi supplemental instruction on targeted skills that are not at the mastery level. <u>Action Step</u> -Classroom teachers will communicate with RTi teachers regarding specific skills that students have not mastered. -RTi teachers identify lessons for students that are not at the mastery level -Students will attend RTi session taking place 30 minutes per day -Progress will be monitored and communicated back to regular classroom teacher.	<u>Who</u> Administrators <u>How</u> Administrators will review the PLC logs and data collection between teachers and RTi teachers outlining skills that need remediation. <u>First Nine Week Check</u>	Administrators will review the PLC data and provide feedback to teachers.	<u>2-3x per year</u> -mini assessments -K-5 Curriculum Based Measurement (CBM)
			4.2.	4.2.	4.2.	4.2.	4.2.

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		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	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>						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics						
<u>Reading Goal #5A:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1, 2, 3, & 4			
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 84% to 86%.	White:84% Black: Hispanic:77% Asian: American Indian:	White: 86% Black: Hispanic: 79% Asian: American Indian:				
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 77% to 79%.						
		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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5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Mathematics Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 63% to 67%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1, 2, 3, & 4				
	63%	67%					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 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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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 63% to 67%.	63%	67%	5D.1. Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels -Lack of common planning time	5D.1. Strategy: Strategy SWDs math skills will improve by connecting individual needs to instruction as outlined in the IEP. <u>Actions Steps</u> 1. General Ed. and/or SWD teachers will familiarizing themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 4. PLC teachers instruct students implementing IEP strategies and accommodations. 5. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 6. PLCs record their work in logs.	5D.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by Administration	5D.1. PLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Math Committee will review assessment data for positive trends at a minimum of once per nine weeks	5D.1. -3x Per Year On-going Progress Monitoring <u>During the nine weeks</u> - Unit assessments for SWD students
			5D.2.	5D.2.	5D.2.	5D.2.	
			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)).

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Algebra 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
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Algebra EOC Goals

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Mathematics Professional Development

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Teachers are at varying levels of in the use of inquiry and the 5E lesson plan model.	1.1. Strategy: Students' science skills will improve through participation in the 5E instructional model.	1.1. Who Teacher Principal AP PLC Facilitator	1.1. -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet).	1.1. 2-3x Per Year District Baseline and Mid-Year Testing
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 75% to 77%	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	Lack of common planning time to facilitate and hold PLCs for like courses.	Action Steps 1. Through data analysis of formative assessments, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Teachers bring assessment data back to the PLCs. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. As a Professional Development activity in their PLCs, teachers use the data and classroom assessments to adjust the timeline/calendar.	How 1. Evidence of strategy in teachers' lesson plans. 2. PLC logs <u>First Nine Week Check</u>	PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. <u>First Nine Week Check</u>	<u>During Nine Weeks</u> 1. Teacher Observations 2. Unit Assessments 3. Performance based assessments
	75%	77%					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. - Lack of common planning time to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze data	2.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. <u>Action Steps</u> 1. Through data analysis of baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Teachers bring assessment data back to the PLCs. 3. As a Professional Development activity in their PLCs, teachers use and classroom assessments to adjust the timeline/calendar. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.	2.1. <u>Who</u> Teacher Principal AP PLC Facilitator <u>How</u> 1. Evidence of strategy in teachers' lesson plans. 2. PLC notes <u>First Nine Week Check</u>	2.1. -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. <u>First Nine Week Check</u>	2.1. 2-3x Per Year District Baseline and Mid-Year Testing <u>During Nine Weeks</u> 1. Teacher Observations 2. Unit Assessments 3. Performance based assessments
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grade 5, the percentage of Standard Curriculum Students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 30% to 32%	30%	32%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-on Activities	K-5	Science Chair Technology Resource	Science PLCs	On-Going	Targeted Walk-throughs	Administration Team

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing. -All teachers need training to score students writing accurately during the 2012-2013 school year using information provided by the state.	1.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include <u>PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods.</u> Students' use of mode-specific writing will improve through use of Writer's Workshop/daily instruction with a focus on mode-specific writing. Action Steps 1. Professional Development for instructional delivery of mode specific writing. (mood, mode, moodle). 2. Teachers to a consensus regarding student trends, needs, and scores based on data collection. 3. Teachers implement skills based on specific student needs. 4. PLCs review nine week data, set a new goal for the following nine weeks. 5. PLCs record their work in the PLC logs.	1.1. Who Principal APC How - PLC logs turned into administration. Administration provides feedback. - Classroom walk-through observing this strategy. - Evidence of strategy in teachers' lesson plans seen during administration walk-through. -District (Writing team Supervisors, Writing Resources, Academic Coaches, and DRTs.) First Nine Week Check	1.1. PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends. PLCs will participate in rubric "norming" sessions to identify teacher barriers impeding effective holistic scoring.	1.1. <u>2-3x Per Year</u> -Monthly demand writes, student daily drafts, conferencing notes- -Student revisions -Student portfolios <u>During Nine Weeks</u>
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 97% to 98%	97%	98%					

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				Do: -Daily/ongoing models and application of appropriate mod-specific writing based on teaching points. -Daily /ongoing conferencing			
			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 professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	K-5	PLC Facilitators	Language Arts Teachers PLC –grade level/vertical teams	On-going	PLC Logs turned into administration	Principal Assistant Principal PLC Facilitators

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1 -parents taking mini vacations during instructional days. -chronic illnesses that affect the health of children, parents and staff. -ongoing traffic pattern issues may affect delays for car and busses -lack of consistent bus transportation	1.1. Attendance referrals monitored by Administration, Guidance Counselor, Social Worker, Teachers and Data Processor.	1.1. Administration Guidance Social Worker Teacher Data Processor	1.1. Teacher will meet with Guidance Counselor, Social Worker and Administration on an as needed basis to discuss targeted students. Monthly monitoring of attendance	1.1. Monthly District Attendance Reports
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The attendance rate will increase from 96.6% in 2011-2012 to 96.7% in 2012-2013.	96.6	96.7					
The number of students who have 10 or more unexcused absences throughout the school year will decrease from 8 in 2011-2012 to 7 in 2012-2013.	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	8	7					
The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 58 in 2011-2012 to 55 in 2012-2013.	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	58	55					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
	K-5/Attendance	Administration PLC Leaders Guidance Social Worker School Psych.	School Wide	Discuss weekly as needed based on student by student basis	Daily printouts of absences/tardies Monthly attendance reports for SDHC	Administration PLC Leaders Guidance Social Worker School Psychologist

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)		Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Suspension		1.1. Encouraging parents to expect appropriate behavior of their children while at the bus stop, when being transported by bus, moving through the hallways from one location to another, use of appropriate manners in the lunchroom in addition to classroom instruction/student engagement in every classroom.	1.1. -PLC’s will discuss methods that have proven to be successful for encouraging student behavior on a daily basis in their individual classrooms -teachers will assist one another in managing student behavior -teachers will contact either the administration, guidance counselor, school psychologist, social worker or a colleague when in need of assistance regarding inappropriate behavior displayed by a student -Teachers can contact parents daily by using the student planner, phone calls should be made if offense warrants.	1.1. Teacher Guidance Counselor Administration School Psychologist Social Worker Staff Observation	1.1. -Fewer behavior concerns listed on student planner -Fewer “Ns” behavior indicators on report cards -Conference Summary form indicates fewer or no concerns	1.1. Planner Report Card Conference Summary	
Suspension Goal #1:	2012 Total Number of In-School Suspensions						2013 Expected Number of In-School Suspensions
The total number of Out-of-Suspensions (including ATOSS) will decrease from 2 in 2011-2012 to 0 in 2012-2013.	0						0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School						
0	0						
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions						
2	0						
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of- School						

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	2	0					
			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
Guidance Activities	K-5 Behavior	All	School-wide	daily to weekly as needed	Student planner/office referrals/calls to parents by staff	All staff member

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 Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1. Not Applicable	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

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	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			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

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 Parent Involvement Goal #1:		1.1. NOT Applicable	1.1.	1.1.	1.1.	1.1.	
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*						2013 Expected level of Parent Involvement:*
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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
2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:						
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
			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 PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Parent Involvement Goal(s)

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Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			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. -Weather is a factor at which time alternative physical activities will be provided by the classroom teacher or the physical education teacher.	1.1. -Students will engage in 150 minutes of physical education per week in grades K-5.	1.1. Administration Classroom teachers Physical Education Teachers	1.1. Informal classroom observations Class schedules	1.1. -Classroom teachers document, in their lesson plans, their 90 minutes of "teacher directed" physical education that students have per week -master schedule reflects 60 minutes of mandated 150 minutes of Physical Education
Health and Fitness Goal #1: Increase the number of students scoring in the "Healthy Fitness Zone" by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.	2012 Current Level :*	2013 Expected Level :*					
	84	89					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practice, problem solve and develop lessons/assessments that improve student performance will increase from 51.7% in 2012 to 55% in 2013	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	-There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan Do Check Act model works. -Time constraints for PLCs -Confusion on exactly what best method is for progress monitoring of student achievement	-The leadership tem will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act Mode. Subject Area Leader and /or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by leadership Team. -Need to survey teachers on next steps for PLC professional development. -Administration sets aside specific times monthly for PLCs to meet.	Who - leadership team How - leadership team aggregates the data	1.1.	1.1.
	51.7%	55%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan-Do-Check-Act Model	Leadership Team All Teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLC's meet 1 st Monday and 3 rd Tuesday of every month	Administrator and leadership walk-through Leadership attendance at PLCs PLC Survey Data	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition								
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool				
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1	1.1.	1.1.	1.1.				
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listen/Speaking section will increase from 55% to 75%	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> <div style="text-align: center; font-size: 1.5em; font-weight: bold;"> 55% 12 students </div>	The majority of teachers are unfamiliar with the CALLA approach.	ESOL aid will provide opportunities for teachers to have access to the CALLA Handbook in order to facilitate instruction.	School Administrators		-FAIR -CELLA				
	1.2.						1.2.	1.2.	1.2.	1.2.
	1.3.						1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool				
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.				
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 32%.	<u>2012 Current Percent of Students Proficient in Reading :</u> <div style="text-align: center; font-size: 1.5em; font-weight: bold;"> 27% 6 students </div>	-Lack of an on site ESOL Resource Teacher	-Professional Development to all content area teachers on how to embed CALLA into core content lessons.	School Administrators		-Teachers reflect on lesson outcomes and use this to drive instruction. -Core curriculum end of core common unit/segment tests.				
	2.2.						2.2.	2.2.	2.2.	2.2.
	2.3.						2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 27% to 32%	2012 Current Percent of Students Proficient in Writing : <div style="text-align: center; font-size: 24pt; font-weight: bold;">27%</div> <div style="text-align: center; font-size: 24pt; font-weight: bold;">6 students</div>	-Teachers need support to drill down their writing assessments to the ELL level.	-improvement of student achievement through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments.	-School based administrators -PLC Facilitators	-PLC's reflect on lesson outcomes and data used to drive future instruction. -Data to be used to drive teacher support and student supplemental instruction.	-core curriculum end of core common unit/segment tests with data.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

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box.							
			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	
I. Students scoring in the upper third on Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.	
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	

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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J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW 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
K. Students scoring in the middle or upper third (proficient) in Biology.			J.1.	J.1.	J.1.	J.1.	J.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.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
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Implement/Expand project/problem based learning in math and science.	1.1. Common planning time for PLC's in Math and Science	1.1. -Explicit direction for STEM professional learning communities to be established. -PLC's document planning and strategies. -School participates in district STEM project initiatives	1.1. PLC Facilitators	1.1. -Administrative walk-throughs -Core curriculum assessments	1.1. -PLC data collection logs -Administrative walk-throughs
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	K-5	PLC Facilitator	Science, math, and technology teachers PLCs	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				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school.	1.1.	1.1. Provide field trips to local business or CTE student competitions -BizTown -Great American Teach-In -Jr. Achievement -Martinez visit – collaborate with FFA program	1.1.	1.1.	1.1. Maintain log of presentations/visits.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

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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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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
Reading Goal 1.1 Mathematics Goal 4.1	Addition to funds for school day ELP with certified teachers instructing, purchase of technology based programs and equipment to assist with initiatives. (pending approval)	TBA approx. \$2,715.00	
Final Amount Spent			