

Florida Department of Education



Hunter's Green Elementary
February 11, 2013

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hunter's Green Elementary School	District Name: Hillsborough County
Principal: Dave McMeen	Superintendent: MaryEllen Elia
SAC Chair: Randi Kaplan	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	Dave McMeen	BS Elementary Education MA Educational Leadership Elementary Ed Gr. 1-6 Educational Leadership Grades K-12	1-2	12	11-12, B, 61%(Hunter’s Green Elementary) 10-11, B, 74% (McDonald Elementary) 09-10, A, 95% (McDonald Elementary) 08-09, C, 85% (McDonald Elementary) 07-08, C, 77% (McDonald Elementary) 06-07, C, 85% (McDonald Elementary)

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Assistant Principal	Novenda Wilson	BS, ME -Educational Leadership, Mentally Handicapped, ESOL Certification	10	10	11-12, B, 61%(Hunter's Green Elementary) 10-11, A, 82% 09-10, A, 79% 08-09, A, 97% 07-08, A, 100% 06-07, A, 100%
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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)
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Reading	Kalen Terrell-Henry	BA in Elementary Education, Master's Degree in Reading, ESOL Endorsed	6	13	11-12, B, 61%(Hunter's Green Elementary) 10-11, A, 82% 09-10, A 79% 08-09, A, 97% 07-08, A, 100% 06-07, A, 100%

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	District staff	June	
2. District Mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peers	ongoing	
4. Opportunities for teacher leadership	Principal	ongoing	

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5. 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
N/A	

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 Highly Qualified Teachers	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% ESOL Endorsed Teachers
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8	6	25		26	2	1	.3	1	6
0	%	%	43	%	5	0	%	0	4
		(2	%	(2	%	0	(2	%	%
	(0)	(3	1)	(2	%)		(5
	5	4)			0)	((1)
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						0)	
)			

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
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Kathi Bateham (EET Mentor)	Ashley Scrift, Michelle Sherry, Laine Hurst, Sabrina Barroaso, Alexa Trafficante, Amanda Rappaport, Jonathan Hunt (1 st or 2 nd year Teachers)	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Dave McMeen (Principal), Adrienne Sanders (Guidance Counselor), Ilisa Lebowitz (School psychologist)

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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 RtI Leadership Team helps to provide high quality instruction and intervention matched to student needs in our school. The team uses a problem solving model and all decisions are data driven. The Problem Solving Leadership Team will review data school wide student data to determine specific grades/sub groups which may require additional support. The PSLT will work collaboratively with the grade level PLCs to disaggregate data and identify students through common assessments within the core curriculum. Each team member has a specific role and function to benefit the purpose and mission of the team. The Team will also help strengthen the core curriculum instruction through the implementation of PLC's, the use of school based calendars, mini lessons, and mini assessments, as well as common assessments given every 6-9 weeks.

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 SAC chair is a member of the Problem Solving Team.

The Problem Solving Team was involved in the development of the School Improvement Plan. The Problem Solving Team will review school-wide data every 9 weeks to monitor student progress in areas addressed by the SIP.

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.

We will use standardized curriculum assessments (within the reading series, math program, and science program) in addition to computer generated testing results (FAIR, FASTT MATH, FCAT Explorer) and common assessments (FCIM mini assessments to review student progress, CBM) that will be discussed by teachers at PLC meetings.

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Describe the plan to train staff on MTSS.

The principal and Ilisa Lebowitz (the school psychologist) trained the staff on RtI during pre-planning in addition to additional trainings being presented during faculty meetings by various staff members. The school faculty and staff were provided an initial training on RtI during the 2009-10 school year. At the beginning of the 2012 school year, administration provided a review of the problem solving process and the response to intervention framework. Ongoing trainings will be provided throughout the school year in areas specific to the implementation of RtI (e.g., conducting data sorts, creating data walls, designing intervention plans, identifying appropriate progress monitoring tools, data-based decision-making).

Describe plan to support MTSS.

The plan to support MTSS is to collaborate in grade level PLC's and gather data from common assessments to better instruction for the student needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal, Dave McMeen
- Assistant Principal, Novenda Wilson
- Reading Coach, Kalen Terrell-Henry
- The following teachers: Jessica Landers, Renee Davis, Deena Throckmorton, Mrs. Broughan, Brittany Burns, Michelle Allmand, Yaritza Jeffererson, Amanda Rappaport, Cecilia Coloret, and Joan Loiselle
- Reading Committee
- Media Specialist, Nancy Elliott

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

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

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

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

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

Implementation and evaluation of the SIP reading strategies across the content areas

Professional Development

Data Analysis (on-going)

Family Reading Night

K-12 Reading Plan

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading 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		
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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Lack of understanding and/or direction of how to effectively implement the RTI model.</p>	<p>1.1. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum through grade level standards. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material (per grade level). 2. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 3. PLCs review assessment data and decide who to remediate and enrich.</p>	<p>1.1. <u>Who</u> -Dave McMeen (principal) -Novenda Wilson (assistant Principal) -Kalen Terrell-Henry, (Reading Coach) -DataWise Team -Reagan Lawrence -Jessica Landers -Yvonne Vasquez <u>How</u> -Classroom walk-throughs observing this strategy. PLC Notes -This data will be reviewed every nine weeks.</p>	<p>1.1. <u>Teacher Level</u> Collect student assessment data. Remediate or enrich students. - <u>PLC/Department Level</u> PLC Unit Assessment data will be recorded. PLC will review the assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. - <u>Leadership Team Level</u> PLC facilitator will share this information with PSLT. The PSLT will review the data for positive trends once every nine weeks.</p>	<p>1.1. <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension__</p>		
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<p><u>Reading Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 67% to 70%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>67%</p>	<p>70%</p>					
		<p>1.2. - There is variability in teachers' knowledge and implementation of differentiated instruction (both with the low performing and high performing students).</p>	<p>1.2. Strategy: Reviews Differentiated Instruction activities. RTI <u>Action Steps</u> 1. Provide faculty training on the basic tenets of differentiated instruction.</p>	<p>1.2. <u>Who</u> Dave McMeen (principal) -Novenda Wilson (assistant Principal) -Kalen Terrell-Henry, (Reading Coach) <u>How</u> -Classroom walk-throughs -Informal Observations</p>	<p>1.2. <u>Teacher</u> Teachers implement lessons using DI activities. <u>PLC</u> PLC's teacher discusses the outcomes of their DI lessons and shares the effectiveness of their lessons. Plan future DI lessons. <u>Administrators</u> Walk throughs to view DI lessons.</p>	<p>1.2.</p>	

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		<p>1.3.</p> <p>-Teachers have limited knowledge of using data to conduct data sorts for intervention planning purposes</p>	<p>1.3.</p> <p>Strategy</p> <p>- Provide professional development in the area of data sorts.</p> <p><u>Action Steps</u></p> <p>1. Schedule faculty meeting to include information on data sorts (what information to use, how often data should be reviewed and gathered).</p>	<p>1.3.</p> <p><u>Who</u></p> <p>- Dave McMeen</p> <p>-Ilisa Lebowitz</p> <p>DataWise Team</p> <p>-Reagan Lawrence</p> <p>-Jessica Landers</p> <p>-Yvonne Vasquez</p> <p><u>How</u></p> <p>-Review data sorts</p>	<p>1.3.</p> <p><u>Teachers</u></p> <p>Collect student assessment data.</p> <p>Remediate or enrich students.</p> <p><u>PLC</u></p> <p>PLC will review the assessments and determine remediation and enrichment.</p> <p><u>Administrators</u></p> <p>Schedule time in faculty meeting to review data information.</p> <p><u>Leadership Team Level</u></p> <p>PLC facilitator will share this information with PSLT. The PSLT will review the data for positive trends once every nine weeks.</p>	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	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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. Teacher knowledge of SEM-R is limited only to teachers who received training.</p>	<p>2.1. <u>Strategy:</u> -Teachers will collaborate and share SEM-R information and resources with colleagues. <u>Action Steps:</u> 1. Teachers will share a portion of SEMR with colleagues once a month at PLCs.</p>	<p>2.1. <u>Who</u> - Dave McMeen (principal) -Novenda Wilson (assistant Principal) -Team Leader -Cheryl Pahl -Kalen Terrell-Henry <u>How</u> -PLC notes -AGP will submit SEMR Logs each nine weeks.</p>	<p>2.1. <u>Teacher Level</u> Share SEM-R information. <u>PLC/Department Level</u> Discuss SEM-R information to use in classrooms. <u>Leadership Team Level</u> AGP will share date with leadership team. Data will be used to plan for future instruction.</p>	<p>2.1. Rubric that is created for each SEM-R product produced by the students and the teachers as collaboration.</p>		
<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 46% to 49%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>46%</p>	<p>49%</p>					

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		2.2. Lack of instructional strategies and materials specifically designed for above level learners.	2.2. Strategy Incorporate higher level skills. <u>Action Steps</u> 1. Student literature circles and HOT questions of texts	2.2. <u>Who:</u> Dave McMeen (principal) -Novenda Wilson (assistant Principal) -Cheryl Pahl -Nancy Elliott -Kalen Terrell-Henry	2.2. <u>Teacher Level</u> Increase HOT questions in the classroom. <u>PLC/Department Level</u> Teachers design higher order questions to increase rigor. <u>Leadership Team Level</u> In walkthroughs identify HOT questioning techniques. Will discuss strategy implementation.	2.2. On weekly assessments.	
		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 reading.</p>	<p>B.1. Not all teachers use achievement series or alternative assessments to analyze data.</p>	<p>B.1. <u>Strategy:</u> Strategy -Create assessments based on the students' needs using achievement series and other evaluative measures to analyze data and implement new strategies.</p>	<p>B.1. <u>Who</u> Dave McMeen (principal) -Novenda Wilson (assistant Principal) DataWise Team -Reagan Lawrence -Jessica Landers -Yvonne Vasquez</p>	<p>B.1. <u>Teacher Level</u> Maintain reading block and give proper assessments for rigor. <u>PLC/Department Level</u> Maintain PLC <u>Leadership Team Level</u> Make sure teachers are using data to implement instruction</p>	<p>B.1. <u>2-3x Per Year</u> <u>-Achievement series</u> <u>-Easy CBM</u> <u>-Common assessments with grade levels</u></p>		
<p><u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 71 points to 74 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>71pts</p>	<p>74pts</p>					
		<p>B.2.</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.	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?	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>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. There has been an increase in the number of ELL students. -A number of students in the bottom quartile appear to have difficulties with listening comprehension and oral language skills due to limited English proficiency.</p>	<p>4.1. <u>Strategy:</u> Strategy -Regularly incorporate the use of Rosetta Stone software into core curriculum instruction. <u>Action Steps</u> 1. Identify students that will need to spend time utilizing the Rosetta Stone software. 2. Determine how often the students will use the software for English language practice. 3. Teachers will have students utilize software for 30 minutes three times per week.</p>	<p>4.1. <u>Who</u> - Dave McMeen (principal) -Novenda Wilson (assistant Principal) -Nancy Elliott -Kalen Terrell-Henry -Lordes Brisco -Isela Perrerio <u>How</u> -Classroom walk-throughs -ELL Lesson Plans <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	<p>4.1. <u>Teacher Level</u> Utilize software in the classroom. - <u>PLC/Department Level</u> Discuss data <u>Leadership Team Level</u> Making sure teachers are implementing and if the program is being <i>successful</i>.</p>	<p>4.1. <u>2-3x Per Year</u> <u>Common assessments among grade levels</u></p>		
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 61points to 64 points.							
	61pts	64pts					

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		<p>4.2.</p> <p>Lack of time to work solely with struggling students.</p>	<p>4.2.</p> <p>Strategy</p> <p>Provide ELP services during the day.</p> <p><u>Action Steps</u></p> <p>1. Identify students' needs through review of baseline testing results in order to develop intervention plans/progress monitoring tools (e.g., easy CBM, etc.).</p> <p>2. Provide materials and plans for ELP tutors.</p> <p>3. Teachers will ensure that below level students are being seen by ELP tutor three times per week.</p>	<p>4.2.</p> <p><u>Who</u></p> <p>-Novenda Wilson</p> <p>Assistant principal will coordinate</p> <p><u>How</u></p> <p>-AP will schedule ELP tutors 3 days a week.</p>	<p>4.2.</p> <p>Teachers level</p> <p>Provide materials for ELP tutors.</p> <p>PLC/Department Level</p> <p>Discuss ELP students and additional strategies.</p> <p>Leadership Team Level</p> <p>Monitor benchmarks and report card of ELP students.</p>	<p>4.2.</p> <p>Weekly</p> <p>-Common Assessments</p> <p>-Easy CBM</p> <p>-Istation</p> <p>-Achievement Series</p>	
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		4.3. -Teachers need access to more research-based assessments	4.3. Strategy -Utilize assessments <u>Action Steps</u> 1. Teachers use easy CBM, toolkit, in class instruction. Florida Achievement Series.	4.3. Who - Dave McMeen (principal) Kalen Terrell-Henry (Reading Coach) DataWise Team -Reagan Lawrence -Jessica Landers -Yvonne Vasquez How -Professional Development Opportunities	4.3. <u>Teachers Level</u> Complete assessments <u>PLC/Department Level</u> Review assessments and remediate and enrich <u>Leadership Team Level</u> Review the data every 9 weeks.	4.3. -Common assessments among grade levels -Easy CBM -Achievement Series	
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		
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%.							

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<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: Reading grade level text with comprehension.</p>	<p>5A.1. Meet at least once a month for 1.5 hours to discuss grade level assessment data. -FAIR -Easy CMB -Achievement series -Common asesments</p>	<p>5A.1. Team Leaders Administration -PLC's and notes -Class walk throughs</p>	<p>5A.1. Determine which strategies are working for ALL students. R.C. Checks</p>	<p>5A.1. Monthly assessment data. End of Year assessment data.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 85% to 87%.</p>							
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 42% to 48%.</p>							
<p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 56% to 60%.</p>							
<p>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 86% to 87%.</p>							

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	White:85 Black:42 Hispanic56: Asian:86 American Indian:N/A	White:87 Black:48 Hispanic60: Asian:87 American Indian:N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3. Reading grade level text with comprehension.	5A.3. Meet at least once a month for 1.5 hours to discuss grade level assessment data.	5A.3. Team Leaders Administration	5A.3. Determine which strategies are working for ALL students. R.C. Checks	5A.3. Monthly assessment data. End of Year assessment data.	
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. Reading Grade Level Text with Comprehension.</p>	<p>5B.1. PLC meetings with ALL teachers. -Data from common assessments to plan lessons and gather data. -Strategies to improve student performance</p>	<p>5B.1. Team leaders Making sure PLC's are strategic. Administration Walk through and PLC notes read Reading Coach Offer support and guidance in reading</p>	<p>5B.1. Report Card checks to review student performance</p>	<p>5B.1. On going Monthly Assessments -Common assessments -Easy CBM -Achievement Series</p>		
<p><u>Reading Goal #5B:</u> The percentage of students scoring proficient satisfactory on the 2013 FCAT/FAA Economic Disadvantaged will increase from 41% to 47%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>41%</p>	<p>47%</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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		

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<p><u>Reading Goal #5C:</u></p> <p>Reading Goal #5C:</p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ___% . .</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
	<p>-</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.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 subgroup:</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>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Reading Grade Level Text with Comprehension.</p>	<p>5D.1. - PLC meetings with ALL teachers. -Data from common assessments to plan lessons and gather data. -Strategies to improve student performance</p>	<p>5D.1. Team leaders Making sure PLC's are strategic. Administration Walk through and PLC notes read Reading Coach Offer support and guidance in reading</p>	<p>5D.1. Report Card checks to review student performance</p>	<p>5D.1. On going Monthly Assessments -Common assessments -Easy CBM -Achievement Series</p>		
<p><u>Reading Goal #5D:</u></p> <p>Reading Goal #5D:</p> <p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 43%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>37%</p>	<p>43%</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	

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
Comprehension Tool kit	ALL	Kalen Terrell-Henry	School-Wide	Training	Discuss at PLC biweekly Administration informal observation	Dave McMeen Kalen Terrell-Henry
DRA Training	ALL	Kalen Terrell-Henry	School-Wide	Training	Discuss at PLC Administration informal observation	Dave McMeen Kalen Terrell-Henry
Common Core K-1	K-1	Kalen Terrell-Henry	K-1	Training	Discuss at PLC Administration informal observation	Dave McMeen Kalen Terrell-Henry
Monthly Reading Training- Landers	ALL	Jessica Landers	School-Wide	Faculty Meeting	Discuss at PLC Administration informal observation	Dave McMeen Kalen Terrell-Henry

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Reading Cross ALL
Curriculum with other subjects

Kalen Terrell-Henry School-Wide

Faculty Meeting

Discuss at PLC

Dave McMeen

Administration informal observation

Kalen Terrell-Henry

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. Students have a difficult time reading and understanding the math question.</p>	<p>1.1. Add more reading, writing, and talking about math (share thinking) Focus on math vocabulary during student led discussions. POW Math problems posted around the school.</p>	<p>1.1. Team leaders Data Wise Team -Landers -Lawrence -Yasquez Ms. Hunter PLC discussion -Common assessments and data -Lesson Planning -Strategies to improve student performance</p>	<p>1.1. Teachers Level Complete assessments PLC/Department Level Review assessments and remediate and enrich Leadership Team Level</p>	<p>1.1. -End of the unit test -Mid Chapter tests -Achievement series -Grade Level Common Assessments</p>		
<p><u>Mathematics Goal #1:</u> <i>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 56% to 59%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>56%</p>	<p>60%</p>					

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		1.2 Math manipulatives	1.2. Have students use math manipulatives to work out the problem to better understand.	1.2. Teachers Novenda Wilson	1.2. Teacher level Planning and teaching how to use manipulatives Administrative Order or have enough manipulatives for students	1.2. End of the unit test -Mid Chapter tests -Achievement series -Grade Level Common Assessments	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. Lack of math materials related to depth and complexity.</p>	<p>2.1. Teach for operations using "Direct Modeling" -Understand Concept Guides -District Concept Guides</p>	<p>2.1. Teachers Classroom walkthroughs By administration, peers and mentors</p>	<p>2.1. PLC Data discussion and planning</p>	<p>2.1. -Quarterly assessments -Formative assessments -Achievement Series</p>		
<p>Mathematics Goal #2: Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 31% to 34%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	31%	34%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. Students have a difficult time reading and understanding the math question.</p>	<p>B.1. Add more reading, writing, and talking about math (share thinking) Focus on math vocabulary during student led discussions. POW Math problems posted around the school.</p>	<p>B.1. Team leaders Making sure PLC's are strategic. Administration Walk through and PLC notes read Ms. Hunter Offer support and guidance in Math PLC discussion -Common assessments and data -Lesson Planning -Strategies to improve student performance</p>	<p>B.1. Teachers Level Complete assessments PLC/Department Level Review assessments and remediate and enrich Leadership Team Level</p>	<p>B.1 End of the unit test -Mid Chapter tests -Achievement series -Grade Level Common Assessments</p>		
<p><u>Mathematics Goal #3:</u> <i>Points earned from students making learning gains on the 2013 FCAT Math will increase from 59 points to 62 points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	59	62					
		3.2 Math manipulatives	3.2. Have students use math manipulatives to work out the problem to better understand.	3.2. Teachers Novenda Wilson	3.2. Teacher level Planning and teaching how to use manipulatives Administrative Order or have enough manipulatives for students	3.2 End of the unit test -Mid Chapter tests -Achievement series -Grade Level Common Assessments	
		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		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. Students have a difficult time reading and understanding the math question.</p>	<p>4.1. Add more reading, writing, and talking about math (share thinking) Focus on math vocabulary during student led discussions. POW Math problems posted around the school.</p>	<p>4.1. Team leaders Teachers Ms. Hunter PLC discussion</p>	<p>4.1. Teachers Level Complete assessments PLC/Department Level Review assessments and remediate and enrich Leadership Team Level</p>	<p>4.1. End of the unit test -Mid Chapter tests -Achievement series -Grade Level Common Assessments</p>		
<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 40 points to 43 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40</p>	<p>43</p>					

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		4.2 Math manipulatives	4.2. Have students use math manipulatives to work out the problem to better understand.	4.2. Teachers Novenda Wilson	4.2. Teacher level Planning and teaching how to use manipulatives Administrative Order or have enough manipulatives for students	4.2. End of the unit test -Mid Chapter tests -Achievement series -Grade Level Common Assessments	
		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	

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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>Math Goal #5:</u></p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. RTI Block Instructional Practices</p>	<p>5A.1. Use RTI effectively Math trainings in grades 3 and 5. Jack Faily and Leah Crawford</p>	<p>5A.1. Plc meetings Common assessments and data -Lesson Planning -Strategies to improve student performance Follow up lesson study cycle Conference in January</p>	<p>5A.1. PLC meetings to discuss students. Common assessments and data -Lesson Planning -Strategies to improve student performance Report card checks with Administration</p>	<p>5A.1. Ongoing assessments. Chapter assessments Review of data</p>		

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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 69% to 72%.							
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 36% to 42% . .							
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/ FAA Math will increase from 45% to 51% . .							
The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 79% to 81% . .							
	White:69 Black:36 Hispanic:45 Asian:79 American Indian:N/A	White:72 Black:42 Hispanic:51 Asian:81 American Indian:N/A					

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		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	36	42					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. First year students or students with little English language.	5C.1. Listening centers ELL Support Ell parent conference	5C.1. ELL teacher Homeroom Teacher collaboration of lessons and data	5C.1. Discussion during PLC meetings	5C.1. Monthly Assessments -Easy CBM -Achievement Series -Common grade level Assessments		
<u>Mathematics Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 29% to 36% . .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%	36%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		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		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Understanding Basic Facts	5D.1. FASSt Math First in Math Home Support	5D.1. Homeroom teacher Collaborated with the ESE teacher to strategize lessons to best support student needs.	5D.1. Discuss during team meetings and PLC meetings.	5D.1. Ongoing monthly assessments -Easy Cbm -Achievement series -Common grade level Assessments		
<u>Mathematics Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 28% to 35%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28%	35%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3	
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End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Training-Lesson Study Cycle	ALL	Lia Crawford	School Wide	On going	PLC's, teacher discussion	Mr. McMeen- informal observation
Math Training-Cool moves, HOT Talk	ALL	Jack Fahle	School Wide	On going	PLC, teacher discussion	Mr. McMeen- informal observation

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. Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>-Not all PLC meetings include regular discussion of student data and/or implementation of student inquiry model (5Es).</p> <p>-Not all teachers are knowledgeable of the strategies of inquiry-based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p>	<p>1.1. <u>Strategy:</u></p> <p>Strategy</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum.</p> <p><u>Action Steps</u></p> <p>1. Teachers instruct students using the core curriculum and inquiry based instructional strategies.</p> <p>2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.</p>	<p>1.1. <u>Who</u></p> <p>- Dave McMeen</p> <p>-Novenda Wilson</p> <p>-Science Teachers</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>1.1. <u>Teacher Level</u></p> <p>Collect student assessment data.</p> <p>Remediate or enrich students.</p> <p><u>PLC/Department Level</u></p> <p>PLC Unit Assessment data will be recorded.</p> <p>PLC will review the assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p><u>Leadership Team Level</u></p> <p>PLC facilitator will share this information with PSLT. The PSLT will review the data for positive trends once every nine weeks.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p>	<p>1.1. <u>2-3x Per Year</u></p> <p>District-level baseline and mid-year tests</p>		
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		<p>3. PLC teachers instruct students using core curriculum and inquiry based instruction strategies.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material and evaluate data.</p> <p>5. PLCs record their work in their PLC logs.</p>		<u>3rd Grading Period Check</u>			
<p><u>Science Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 56% to 59%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>56%</p>	<p>59%</p>					

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		1.2. Students' lack of foundational vocabulary	1.2. Strategy Teachers implement use of science vocabulary word walls and regular use of science journals. Vocabulary on the morning show. <u>Action Steps</u> 1. PLCs will discuss and share strategies for vocabulary instruction. 2. PLCs record their work in their PLC logs. 3. Kalen Terrell-Henry will visit PLC's regarding how to best implement/ utilize Science word walls.	1.2. <u>Who</u> - Dave McMeen - Novenda Wilson - Science Teachers - Kalen Terrell-Henry Nancy Elliott <u>How</u> - PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.	1.2. <u>Teacher Level</u> Visual vocabulary in classroom <u>PLC/Department Level</u> Discuss key science terms PLC logs - <u>Leadership Team Level</u> Classroom walk throughs Feedback on PLC logs	1.2. -District-level baseline and mid-year tests -Common grade level assessments	
		1.3. Vocabulary	1.3. WOW Words. Posted around the school and morning show	1.3. Mrs. Pahl	1.3. Vocabulary word notebook matched to standards	1.3. Teachers monitor in class.	
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. PLC meetings lack focus on higher order thinking/questioning strategies for current curriculum.</p>	<p>2.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. <u>Action Steps</u> 1. Teachers instruct students using the core curriculum and inquiry based instructional strategies. 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction. 3. PLCs will include</p>	<p>2.1. <u>Who</u> Dave McMeen -Novenda Wilson -Science Teachers <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs -Evidence of strategy in teachers' lesson plans. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	<p>2.1. <u>Teacher Level</u> Collect student assessment data. Remediate or enrich students. - <u>PLC/Department Level</u> PLC Unit Assessment data will be recorded. PLC will review the assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. - <u>Leadership Team Level</u> PLC facilitator will share this information with PSLT. The PSLT will review the data for positive trends once every nine weeks. <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u></p>	<p>2.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing - <u>During Grading Period</u> PLC's will be reviewing common assessments to gather data to better instruct students.</p>		
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		<p>activities to discuss HOT strategies and how they can be implemented in upcoming lessons.</p> <p>4. Teachers implement these strategies in their lessons and implement a common assessment.</p> <p>5. Teachers review common assessment and discuss students' responses to the higher order thinking questions.</p> <p>6. PLCs record their work in PLC logs. _</p>		<p><u>3rd Grading Period Check</u></p>			
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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 22% to 25%.	22%	25%	2.2. Vocabulary WOW Words. Posted around the school and on morning show	2.2. Mrs. Pahl -On the morning show and in the hallways.	2.2. Vocabulary word notebook matched to standards	2.2. Teachers monitor in class. Understanding the weekly vocabulary word.	
	2.3	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
PLC Focus	5	Lawrence	Grade level	On going monthly	Monthly common assessment review	McMeen/Wilson

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		

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Teachers need time to meet in PLCs to discuss common deficiencies in writing.</p>	<p>1.1. <u>Strategy:</u> 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. <u>Action Steps</u> 1. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly formative writing prompt.) 2. PLCs will review student data and identify student trends, needs, and scores. 3. PLCs will review nine week data, set new goal for the following</p>	<p>1.1. <u>Who</u> Dave McMeen -Novenda Wilson -Language Arts Teachers -Kathy Stearns <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs -Evidence of strategy in teachers' lesson plans <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	<p>1.1. <u>Teacher Level</u> Complete and analyze monthly prompts <u>PLC/Department Level</u> 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. <u>Leadership Team Level</u> Monitor monthly prompts <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u></p>	<p>1.1. <u>2-3x Per Year</u> Student monthly demand writes, student daily drafts, conferencing notes. <u>During Grading Period</u> Using the Rubric to grade writing using the new Moodle writing course.</p>	
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		nine weeks. 4. PLCs will record their work in PLC logs.		<u>3rd Grading Period Check</u>			
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 82% to 85%.							
	82%	85%					
		1.2. -Teachers may not have up-to-date FCAT Writing training -Some teachers lack skill and training regarding the FCAT writing Assessment and Scoring Rubric.	1.2. Strategy As a Professional Development activity, teachers needing to have the updated training are required to attend the FCAT Writing Training.	1.2. - Dave McMeen -Novenda Wilson -Kathy Stearns <u>How</u> Review inservice records	1.2. <u>Teacher Level</u> Attend training <u>PLC/Department Level</u> Discuss data and writing crafts <u>Leadership Team Level</u> Monitor if teachers attend training.	1.2. Accurate monthly demand scoring on student assessments.	

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		<p>1.3.</p> <p>-Teachers have limited knowledge of using data to conduct data sorts for intervention planning purposes.</p>	<p>1.3.</p> <p>Strategy</p> <p>Reviews frequency of student engagement in Differentiated Instruction activities.</p> <p><u>Action Steps</u></p> <p>1. Schedule faculty meeting to include information on data sorts (what information to use, how often data should be reviewed and gathered).</p>	<p>1.3.</p> <p>Who:</p> <p>Dave McMeen</p> <p>Data Team</p> <p>-Lawrence</p> <p>-Landers</p> <p>-Vasquez</p>	<p>1.3.</p> <p>Teachers implement lessons using DI activities.</p> <p><u>PLC</u></p> <p>PLC's teacher discuss the outcomes of their DI lessons and share the effectiveness of their lessons.</p> <p>Plan future DI lessons.</p> <p><u>Administrators</u></p> <p>Walk throughs to view DI lessons.</p>	<p>1.3.</p> <p>Common assessment review during PLC's</p>	
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Writing/Language Arts Professional Development

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

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

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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
Writing Holistic Scoring Training	ALL		Writing Teachers	Training On going	PLC	Administration Kathy Stearns
Mode-based Writing Training	ALL	Faculty	Writing Teachers	Training On going	PLC	Administration Kathy Stearns
Moodle Training			Writing Teachers	On-line		Administration
	ALL	Faculty		ongoing	PLC	Kathy Stearns

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1. Students are missing out on essential instruction when they miss an excessive amount of school.	1.1. Strategy 1. Shari Fabri will communicate with homeroom teacher and parent to assist with encourage attendance and getting to school on time.	1.1. <u>Who</u> -Shari Fabri -Terri Talebi -Adrienne Sanders <u>How</u> The school Social Worker will run reports monthly to identify students with 10 or more unexcused absences and tardies.	1.1. The data will be examined monthly and at the end of each nine week grading period by the Social Worker and Principal.	1.1. Attendance Report Tardy Report Attendance Plan IPT Reports		

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Attendance Goal #1:	<u>2012 Current</u> Attendance Rate:*	<u>2013 Expected</u> Attendance Rate:*					
<p>1. The attendance rate will increase from 95.06% in 2011-2012 to ___% in 2012-2013.</p> <p>2. The attendance rate will increase from 89% in 2011-2012 to ___% in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>(Editor note: Multiply total of unexcused absences in 2012-2013 (122) x 10% = 12.2; Always round up – 13; 122 – 13 = 109)</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p> <p>(Editor Note: Multiply total of unexcused tardies to school in 2010-2011 (58) x 10% = 5.8; Always round up</p>							

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- 6; 58 - 6 = 52)							
	95.06	96					
	<u>2012 Current Number of Students with Excessive Absences</u> <u>(10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences</u> <u>(10 or more)</u>					
	89	75					
	<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>					
	101	75					

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		1.2. Lack of accountability when students are absent or tardy to school.	1.2. Letters will be sent home by Shari Fabri and the principal will make phone calls to parents with excessive tardies.	1.2. <u>Who</u> Dave McMeen Shari Fabri <u>How</u> Review Reports	1.2. Review report weekly and monthly.	1.2. Monitor Student Attendance System	
		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 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
Book Study	ALL	Mr. McMeen	ALL	PLC's	Monthly Discussion	Mr. McMeen
-On Common Ground						Team Leaders

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	I.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	I.1. Strategy Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	I.1. PBS Committee -Adrienne Sanders -Classroom walkthroughs. -PBS implementation checklists.	I.1. PBS Committee will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly	I.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data		

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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
	In-School Suspensions	In-School Suspensions					
<p>1. The total number of In-School Suspensions will decrease by 10%. (Editor Note: Multiply total of ISS in 2011-2012 (211) x 10% = 21.1; Always round up – 22; 211 – 22 = 189 for new school year.)</p>							
<p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. (Editor Note: Multiply total number of students receiving ISS in 2011-2012 (73) x 10% = 7.3; Always round up – 8;</p>							
<p>73 – 8 = 65 for new school year.)</p>							
<p>3. The total number of Out-of-School Suspensions will decrease by 10%. (Editor Note: Multiply total number of OSS in 2011-2012 (105) x 10% = 10.5; Always round up – 11; 105 – 11 = 94 for new school year.)</p>							
<p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. (Editor Note: Multiply total number of</p>							

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students receiving OSS in 2011-2012 (39) x 10% = 3.9; Always round up - 4; 39 - 4 = 35 for new school year)							
	18	15					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	17	15					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	32	25					
	<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>					
	28	25					
		1.2. Inaccuracies among bus drivers reporting misbehaviors	1.2. Retrain bus drivers in PBS Provide incentives	1.2. Dave Harris Novenda Wilson Nancy Elliott	1.2. Administration will review EASI reports	1.2. Monitor bus behaviors on a monthly basis	

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		1.3. Teachers are unaware of previous years data of student suspensions	1.3. Strategy 1. Share suspension data to create proactive strategies for positive behavior in classrooms	1.3. -Ilisa Lebowitz -Shari Fabri <u>How</u> Contact teachers to check the number of daily behavior contracts in place to modify unacceptable behavior	1.3. Review discipline data during TL meetings, PLC's and Team meetings.	1.3. Teachers will monitor student success.	
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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
PLC	All	PBS Team	ALL Staff	December/January	Review EASI data/Review PBS goals and strategies	PBS Team

End of Suspension Goals

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	Strategy Data Check	Student Evaluation Tool		
<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u></p>	<p>1.1.</p> <p>Not all teachers have a viable website with up-to-date information</p>	<p>1.1.</p> <p>Strategy</p> <p>1. Increase parent communication with websites that are developed and/or maintained</p>	<p>1.1.</p> <p><u>Who</u></p> <p>-Cheryl Pahl</p> <p><u>How</u></p> <p>-Create teacher incentive: website of the month per teacher</p> <p>-PAWS praise for teachers with up-to-date website</p>	<p>1.1.</p> <p>Review to determine if all staff have websites posted.</p> <p>Review at beginning/middle/and the end of the year.</p>	<p>1.1.</p> <p>Teacher Websites</p>		

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	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
Based on the School Climate and Perception Survey for Parents, the percentage of parents who both strongly agree and somewhat agree with the indicators under Communication will increase from 92% to 94% in 2013.	92%	94%					
		1.2. Too many students and not enough tutors	1.2.1. Increase Volunteers in Learning volunteers 2. Send flyers home to solicit assistance.	1.2. Novenda Wilson	1.2. Monitor new VIL tutors applications	1.2. Students need being met academically	

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		1.3. -Parents have communicated a lack of homework assignments being helpful to learning. -ESE students are receiving the same level of work in homework packets	1.3. 1. PLCs discuss what team is sending for homework. Strategy: 1. ESE & AGP teachers provide differentiated homework for students with IEPs	1.3. -Dave McMeen -Team Leaders How: PLC Logs Dave McMeen -Nancy Tokarz -Classroom Teachers	1.3. Parent Conference Teacher/parent Phone conference	1.3. Monitor Conference Summary report	
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 <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		

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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 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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Rapid Web Design Training	All instructional staff	Cheryl Pahl	Instructional staff	2012-2013	Check website	Cheryl Pahl
Voicemail mailbox	All instructional staff	Sue Szabo	Instructional staff	2012-2013	Check voicemail boxes	Sue Szabo
Community Center	ALL	Administration	Instructional Staff	Quarterly	Conferences	Mr. McMeen/teachers

Visits

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						
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		

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<p>1. Health and Fitness Goal</p>	<p>1.1. Students are lacking stamina and endurance during physical activities.</p>	<p>1.1. Strategy: 1. Students will engage in two PE classes per week. 2. Students will engage in 150 minutes of PE per week. 3. During Teacher PE, students will walk laps to increase cardiovascular stamina.</p>	<p>1.1. -Dave Harris - Susan Hierlmeier Dave McMeen</p>	<p>1.1. Classroom walk-throughs -Class Schedules can be reviewed to observe time set aside for teacher PE.</p>	<p>1.1. -PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. - Class Schedules</p>		
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Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>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 86% on the Pretest to 95% on the Posttest.</p> <p>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.</p> <p><u>NEED</u> <u>DATA</u> <u>FROM</u> <u>COACH</u></p>							
	86%	95%					

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		1.2. Students are lacking stamina and endurance during physical activities.	1.2. Teachers will offer Discovery Clubs after school to provide exercise and teach healthy food choices	1.2. Katie Consentino -Randi Kaplan -Liz Bishop -Amy Schmidt - Susan Hierlmeier -Dave McMeen	1.2. Discovery Club rosters (Kickball, Running, etc.)	1.2. Self assessment report Beginning and the end of program.	
		1.3. Students need to select better food choices during lunch	1.3. Increase awareness of food choices	1.3. Dave Harris -Susan Hierlmeier Dave McMeen	1.3. Students will have an opportunity to learn of appropriate healthy food and snack choices.	1.3. Walk-A-Thon – Healthy Food & Snack Station.	

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.

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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
Running Club	ALL	-Randi Kaplan -Beth Sheehan -Amy Schmit -Liz Bishop	Discovery Clubs	Every Thursday (6 weeks)	Foot charms	-Randi Kaplan -Katie Costentino -Amy Schmit -Liz Bishop

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		

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<p>1. Continuous Improvement Goal</p>	<p>1.1. Having allocated time for PLC's.</p>	<p>1.1. Have PLC meetings listed on the calendar. Have everyone abide by the meeting dates and times.</p>	<p>1.1. <u>Who</u> Administration Read PLC notes Team Leaders -Have an agenda -Everyone in attendance -Have data ready to discuss</p>	<p>1.1. PLC Data chats to discuss Common assessments. Discuss what's being effective and what's not being effective. Teachers come to gather to discuss students, data, and lessons</p>	<p>1.1. Common Assessments for all subjects.</p>		
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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 33.3% in 2012 to 50% in 2013.</p>							
	33%	50%					
		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) Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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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
PLCs/Data/ strategies to improve instruction	ALL	Team Leaders	Grade level	Bi weekly	Discussion on common assessments	Administration Team Leaders

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> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by ____%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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	Less than 10 students	N/A					
		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:*					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by ___%.	Less than 10 students	N/A					
		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	Strategy Data Check	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1. LYA- Monolingual students	1.1. Scheduling Having the right person work with students.	1.1. <u>Who</u> -Administration Proper scheduling -walk t troughs ELL Teachers -Mrs. Brisco -Mrs. Pereiro -Ms. Llanos Meeting to collaborate with teachers to support student needs	1.1. Ongoing weekly and monthly planning with teachers	1.1. Monitor student assessments -common grade level assessments -easy CBM -Achievement Series	
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 44% to 46%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	44% 46%					

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		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	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?		
D. Students scoring proficient in Reading.	2.1. ELL students understanding the complexity of text.	2.1. -Have common core instruction -ELL teacher Meeting	2.1. <u>Who</u> -Administration ELL Teachers -Mrs. Brisco -Mrs. Pereiro -Ms. Llanos	2.1. - Ongoing monitoring with homeroom teacher 3-4 week cycle.	2.1. Teacher made assessments -common grade level assessments -easy CBM -Achievement Series	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 22% to 24%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>22% 24%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</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>E. Students scoring proficient in Writing.</p>	<p>2.1. LYA- Monolingual students</p>	<p>2.1. -Scheduling ELL during writing. -Planning with ELL and homeroom teacher -Brainstorm with pictures</p>	<p>2.1. -ELL Teacher -Homeroom teacher</p>	<p>2.1. Writing Rubrics</p>	<p>2.1. Writing prompts</p>	
<p><u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 31%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

	28%	31%				
			2.2.	2.2.	2.2.	2.2.
			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.		

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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by ___%.	Less than 10 students						
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p><u>Mathematics Goal G:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by ___%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	Less than 10 students						
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

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

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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>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by ___%.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>N/A</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 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		

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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> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by ____%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Less than 10 students</p>						
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<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>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

	1.3.	1.3.	1.3.	1.3.	1.3.
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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	AGP	Mrs. Joseph	AGP students	On going	Review PBL Reference sheet	Joseph and AGP team

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to				
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	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
<u>CTE Goal #1:</u> Increase the student membership. Great American Teach-In	1.1. Speakers in the classroom	1.1. Provide a variety of speakers/ career conversations with students.	1.1. Mrs. Joseph (Committee Leader)	1.1. Review the number of speakers for 2012	1.1. Compare reports from 2011-2012
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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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
Establishing or growing a CTSO.	ALL	Mrs. Joseph	ALL STAFF	On going	Discuss the present during faculty meetings	Administration

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	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
More Triumphs Books	Reading		
Mini Grants for teachers	All subjects		

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Non- Fiction Books	Reading		
School Improvement Coordinator	Implement and review Data assessments		\$827.32
PLC On Common Ground Books	PLC's		
Divide money among teams	All Subjects		798.48
Hand on equation kits 3-5	Math		\$617.90
Final Amount Spent	2,243.70		