

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Clark Elementary	District Name: Hillsborough
Principal: Gaye Holt	Superintendent: Mrs. Elia
SAC Chair: Dawna Marsee/Shanon Meads	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](#)

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[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	Gaye Holt	Elementary Education Educational Leadership ESOL Pre-K Gifted Endorsement	1	6 ½ Years	11/12 Clark Elementary A 10/11 Jackson Elementary C 9/10 Jackson Elementary A
Assistant Principal	Kelly Wisneski	Elementary Education Educational Leadership ESOL	4 Years	7 Years	11/12 A 10/11 A, 93% AYP 9/10 A, 87% AYP

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage

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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	Mary Boswell	Elementary Education Reading ESOL	4 Years	6 Years	11/12 A 10/11 A, 93% AYP 9/10 A, 87% 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	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. School-based teacher recognition system	Principal	Ongoing	
5. Opportunities for teacher leadership	Principal	Ongoing	
6. 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
5 Teachers out of field	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s)

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 In	% of First Year Teachers	% of Teachers with 1-5	% of Teachers with 6-	% of Teachers with 15+	% of Teachers with	% of Highly Qualified	% of Reading Endorsed	% of National Board Certified	% ESOL Endorsed
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str uc tio nal Sta ff	ach ers	Yea rs of Exp erie nce	14 Yea rs of Exp erie nce	Yea rs of Exp erie nce	Ad van ced De gre es	Te ac her s	Te ac her s	rtif ied Te ac her s	Tea cher s
72	2% (2)	20 %(1 5)	45 %(3 3)	30 %(2 2)	37 %(27)	97 %(70)	1% (1)	8	56

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
Michelle Winterberg	Cynthia Zellem	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 assessments, conferencing and problem solving.

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Michelle Winterberg	Courtney Reilly	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 assessments, conferencing and problem solving.
Mary Wilt	Janice Fisher	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 assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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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

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Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Gaye Holt, Principal Kelly Wisneski, Assistant Principal Mary Boswell, Reading Coach Amanda Harris, ESE Specialist Estelle Patrick, Psychologist Cynthia Duffy, Social Worker Keli Leblanc, Guidance Counselor Melissa Irvin, Media Specialist

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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 Leadership team meets regularly weekly. Specific responsibilities include:

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

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

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

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- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

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Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach

Describe the plan to train staff on MTSS.

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

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

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Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Principal, Assistant Principal, Reading Coach, Media Specialist, and Grade Level Representatives.

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

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



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

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

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

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

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.

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

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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		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when <u>students are engaged in grappling with complex text.</u> Teachers need to understand how to <u>select/identify</u> complex text, <u>shift</u> the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1.</p>		
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<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 75% to 78%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%	78%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p> <p>See goals 1, 3, &4.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 54% to 57%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54%</p>	<p>57%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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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>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>B.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?_ 	<p>B.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>B.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p><u>Actions/Details</u></p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 76 points to 79 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>76</p>	<p>79</p>					

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		<p>B.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.2.</p> <p><u>Strategy/Task</u></p> <p>Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>.</p> <p><u>Actions/Details</u></p> <p><u>Within PLCs Before Instruction and During Instruction of New Content</u></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><u>In the classroom</u></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><u>PLCs After Instruction</u></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p>	<p>B.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration, SAL and/or coaches.</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>B.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with</p>	<p>B.2.</p> <p><u>3x per year</u></p> <p>FAIR</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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			<p>-Teachers use student data to identify successful DI techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. <i>(Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</i></p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLCs.</p>		<p>the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
		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	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>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Scheduling time for the principal/AP to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/Details <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks</p>	<p>4.1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic</p>					
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		<p>coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/AP to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/AP to:</p> <p>--Review log and work accomplished</p>					
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		and --Develop a detailed plan of action for the next two weeks.					
<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 62 points to 65 points.							
	62	65					

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		<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' reading comprehension improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>-Students attend ELP sessions.</p> <p>-Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>	
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			specific skill, they are exited from the ELP program.				
		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>							

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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:</p>	<p>5A.1. See Goals 1, 3, & 4</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 84% to 89%.							
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 51% to 58%.							
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 73% to 79%.							
The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 92% to 97%.							

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	White:84% Black:51% Hispanic:73% Asian:92% American Indian:0	White:89% Black:58% Hispanic:79% Asian:97% American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1.</p>	<p>5B.1.</p> <p>See Goals 1, 3, & 4</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 54% to 63%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54%</p>	<p>63%</p>					

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		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		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of CALLA is not consistent across core courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback,</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from:</p> <p><u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART</p>	<p>5C.1</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	<p>skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>coaching and support.</p> <ul style="list-style-type: none"> -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction. 		<p>Goal data with the Problem Solving Leadership Team.</p> <ul style="list-style-type: none"> -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs) 			
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<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 53% to 69%.	53%	69%					

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	<p>—</p>	<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>-ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the CRISS walkthrough form</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject</p>	<p>5C.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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			<p>administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.</p>		<p>Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
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		<p>5C.3</p> <p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.</p>	<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.3</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by AP</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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<u>Reading Goal #5D:</u>	<u>2012 Current</u>	<u>2013 Expected Level</u>					
	<u>Level of</u>	<u>of Performance:*</u>					
	<u>Performance:*</u>						
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 44% to 58%.							
	44%	58%					

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		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p>	<p>5D.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific SWD information) for like courses/grades.</p>	<p>5D.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. <u> </u></p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and</p>	<p>5D.2</p> <p>-FAIR</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>	
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			<p><i>Plan for the "Do"</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the "Do"/</i></p>		student supplemental instruction.		
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			<p><i>Analyze Checks for Understanding and Student Work during the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p>				
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			<p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/ PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p>				
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			<p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

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Rule 6A-1.099811
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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
Words Their Way	K – 5	Reading Coach	K – 5	October – January	Walk-throughs	Principal/AP/Reading Coach
Easy CBM	K – 5	Reading Coach	K – 5	October	Monitor Easy CBM	Reading Coach
I-Station Training	K – 5	Reading Coach	K – 5	October	Monitor I-Station	Reading Coach

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS</p>	<p>1.1 <u>Strategy</u> Students' math achievements improves through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. <u>Action Steps</u> -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1 <u>Who</u> - Principal -Math Contact <u>How Monitored</u> _ -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1 <u>2x per year</u> District Baseline and Mid-Year Testing - <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>		
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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 76% to 79%.	76%	79%					

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		<p>1.2.</p> <p>-Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p> <p>-Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-Math District Resource Teacher</p> <p><u>How Monitored</u></p> <p>-PLCS turn their logs into administration after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their</p> <p>Logs.</p> <p>-Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency.</p> <p>-Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.2</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.2</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments</p> <p>(pre, mid, end of unit, chapter, interventions etc.)</p>	
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			<p>scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons, teachers:</u></p> <p>-Ask questions and/ or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p>				
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			<p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p>				
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			<p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>-The PLC member/administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership’s team professional development plan (both individually and whole faculty).</p>				
		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	<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>	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</p>	<p>See Goals 1, 3 & 4</p>			<p>1.1 <u>2x per year</u> District Baseline and Mid-Year Testing — Semester Exams — <u>During the Grading Period</u> — -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>		
<p><u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 57% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57%</p>	<p>60%</p>					

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		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. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>B.1. <u>Strategy</u> Students’ math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?__</p>	<p>B.1. -Principal -AP -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and leadership team.</p>	<p>B.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p><u>Actions/Details</u></p> <p>-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.</p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
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<u>Mathematics Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT Math will increase from 78 points to 81 points.	78	81					

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		<p>B.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.2.</p> <p><u>Strategy/Task</u></p> <p>Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p>	<p>B.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-PLC facilitators of like grades and/or like courses</p>	<p>B.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team.</p>	<p>B.2.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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			<p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.</p>		<p>-Data is used to drive teacher support and student supplemental instruction.</p>		
		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	<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>	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. -Scheduling time for the students to get additional assistance in math. -Teachers willingness to accept support from the peers.</p>	<p>4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Students' math achievement improves through <u>teachers' collaboration with peers</u> in all content areas. <u>Actions/Details</u> -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The math contact rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities.</p>	<p>4.1. <u>Who</u> Administration <u>How</u> -Review of PLC logs.</p>	<p>4.1. -Administrative walk-throughs</p>	<p>4.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>with an emphasis on Webb’s Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments,</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered</p>					
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		<p>from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p>Leadership Team</p> <p>-The math contact meets with the principal/AP to map out a high-level summary plan of action for the school year.</p>					
<p><u>Mathematics Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 61 points to 64 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	61	64					

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		<p>4.2. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2. <u>Strategy</u> Students' math achievement improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are</p>	<p>4.2. <u>Who</u> Administrators</p> <p><u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2. Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2. Curriculum Based Measurement (CBM)</p>	
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			exited from the ELP program.				
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>See goals 1, 3 & 4</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Math 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 Math will increase from 89% to 90%.</p>							
<p>The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 46% to 59%.</p>							
<p>The percentage of Hispanic_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 70% to 82%.</p>							
<p>The percentage of Asian_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 93% to 97%.</p>							
	<p>White:89% Black:46% Hispanic:70% Asian:93% American Indian:</p>	<p>White:90% Black:59% Hispanic:82% Asian:97% American Indian:</p>					

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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.		
<p><u>Mathematics Goal #5B:</u></p> <p>Enter narrative for the goal in this box.</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Math teachers implementation of CALLA is not consistent across math courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy in math.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and support.</p> <p>-District Resource Teachers</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from:</p> <p><u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Math Contact shares SMART Goal data with the Problem Solving Leadership Team.</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>(DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data math teachers differentiate instruction to remediate/enhance instruction.</p>		<p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 58% to 60%.	58%	60%					

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		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Math teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in math through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons.</p> <p>- ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>- ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p> <p>- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares</p>	<p>5C.2</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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			through fidelity checks for use of A+ Rise Strategies for ELLs.		<p>SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
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		<p>5C.3</p> <p>-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.</p>	<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments in math:</p> <p>-Extended time (lesson and assessments)</p> <p>-Small group testing</p> <p>-Para support (lesson and assessments)</p> <p>-Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.3</p> <p>Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</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. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> IEP Progress Reports reviewed by AP</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. __ <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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<u>Mathematics Goal #5D:</u>	<u>2012 Current</u>	<u>2013 Expected Level</u>					
	<u>Level of</u>	<u>of Performance:*</u>					
<u>Performance:*</u>							
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 41% to 59%.							
	41%	59%					

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		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through teachers' implementation of the <u>Plan-Do-Check-Act model</u> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our</p>	<p>5D.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Contacts</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration/coaches. Administration/coaches provides feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	
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			<p>SWD?</p> <p><i>Plan for the "Do"</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p>				
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		<p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to</p>				
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			<p>do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p>Act on the Data</p> <p>After data analysis,</p>				
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			develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?				
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

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

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

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

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

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

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		2.3	2.3	2.3	2.3	2.3	
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End of Algebra EOC Goals

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	2, 3	Jack Fahle	Second grade teachers, Third grade math teachers	Second Grade – January	Coaching Cycle provided by Math District Resource Teacher.	Principal
Common Core Standards-online math course	K – 5	Casie Pease	K – 5 math teachers	Third Grade – October November – February	Walk-throughs	Assistant Principal

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. Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.</p>	<p>1.1. <u>Strategy</u> Students' science skills will improve through participation in the <u>5E instructional model.</u> <u>Action Steps</u> -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming</p>	<p>1.1. <u>Who</u> Principal AP Science Contact <u>How Monitored</u> -Classroom walk-throughs observing this strategy.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>2x per year</u> District-level baseline and mid-year tests <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>		
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		<p>lessons.</p> <p>-PLC teachers instruct students using the 5E Instructional Model.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.</p>					
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<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 68% to 71%.	68%	71%					

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		<p>1.2. PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.2. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?__ <p><u>Actions/Details</u> <i>Within PLCs:</i> -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-</p>	<p>1.2. <u>Who</u> -Principal -AP -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration provides feedback -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration or leadership team.</p>	<p>1.2. <u>2x per year</u> District Baseline and Mid-Year Testing - Semester Exams - <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
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			<p>Check-Act conversations and way of work.</p> <p>--Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 1 time per month for curriculum planning, reflection, and data analysis.)</p> <p>-Working with the core curriculum, within grade level PLCs teachers will:</p> <p>--Unpack the benchmark and identify what students need to understand, know, and do.</p> <p>--Plan for checks for understanding during the unit.</p> <p>--Plan for the End-of-Unit Assessment</p> <p>--Plan upcoming lessons/ units using the 5E Instructional Model.</p> <p>--Reflect on the outcome of lessons taught</p> <p>--Analyze checks for understanding and core curriculum assessments.</p> <p>--Act on the core curriculum data by planning interventions for the whole class or small group.</p>			
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			<p>-PLCs will generate SMART goals for upcoming units of instruction.</p> <p>-PLCs will report SMART goal data through their logs.</p> <p>As a Science Department</p> <p>-PLC, share action plan successes and challenges of the grade levels courses.</p> <p>-PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.</p>				
		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	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum maps.</p>	<p>2.1. <u>Strategy</u> Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <u>close reading model</u> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 4 times per nine weeks. <u>Action Steps</u> <i>Professional Development</i></p>	<p>2.1. <u>Who</u> Principal AP Science Contact Reading Coach Reading Leadership Team <u>How Monitored</u> Administration, Coach walk-throughs -PLC logs turned into administration. -Administration provides feedback.</p>	<p>2.1. Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p>2.1. <u>3x-per year</u> District level baseline, mid-year, and pre-EOC administration - Semester Exams - <u>During the Grading Period</u> -mini-assessments -unit assessments</p>		
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		<p>-The Reading Coach along with the science contact conduct small group departmental trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends science PLCs to co-plan with teachers, developing lessons using the close reading model.</p> <p>-Teachers that teach science attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><i>In PLCs/</i></p>					
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		<p><i>Department</i></p> <p>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs review Close Reading Selections to determine word count and high-Lexile.</p> <p>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</p> <p>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous__</p> <p>- Teachers debrief lesson implementation</p>					
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		<p>to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. 					
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		<p>--Using question to engage students in discussion.</p> <p>--Requiring oral and written responses to text.</p> <p>-Ask text-based questions that require close reading of the text and multiple reads of the text.</p> <p><i>During the lessons, students:</i></p> <p>-Grapple with complex text.</p> <p>-Re-read for a second purpose and to increase comprehension.</p> <p>-Engage in discussion to answer essential question using textual evidence.</p> <p>-Write in response to essential question using textual</p>					
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		evidence.					
<u>Science Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 37% to 41%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	37%	41%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

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Revised July, 2012**

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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
Science Pedagogy Training	K – 5	Science Supervisor	All Teachers	Preplanning	Walk-Throughs	Principal
Close Reading	Grades 3 - 5	Reading Coach Science Contact Reading Leadership Team	Science PLCs	One PLC meeting per month	Reading Coach walk-throughs	Assistant Principal Administration Team & Reading Coach

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>1.1. <u>Strategy</u></p> <p>Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p><u>Action Steps</u></p> <p>-Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)</p> <p><u>Plan:</u></p> <p>-Professional Development for updated rubric courses</p> <p>-Professional</p>	<p>1.1. <u>Who</u></p> <p>Principal</p> <p>AP</p> <p>District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><u>How Monitored</u></p> <p>-PLC logs</p> <p>-Classroom walk-throughs</p> <p>Observation Form <u> </u></p> <p>-Conferencing while writing walk-through tool (for coaches)</p>	<p>1.1. See "Check" & "Act" action steps in the strategies column</p>	<p>1.1. Student monthly demand writes/formative assessments</p> <p>-Student daily drafts</p> <p>-Student revisions</p> <p>-Student portfolios</p>		
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		<p>Development for instructional delivery of mode-specific writing</p> <p>-Training to facilitate data-driven PLCs</p> <p>-Using data to identify trends and drive instruction</p> <p>-Lesson planning based on the needs of students</p> <p><u>Do:</u></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p> <p><u>Check:</u></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis of student writing to determine trends</p>					
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		<p>and needs</p> <p><u>Act:</u></p> <ul style="list-style-type: none"> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s) 					
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<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<u>Writing/LA Goal #1:</u>							
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 97% to 98%.							
	97%	98%					
		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

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 Revised July, 2012

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Writing Contact	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practice Updates	K - 5		All Teachers	Faculty meetings – monthly	Walk-throughs	Principal Assistant Principal
Elaboration	3 – 5	Writing Contact	Teachers – grades 3 – 5	November, January	Walk-throughs/ Monitor monthly writes	Principal Assistant Principal
Update Rubric Training	2 – 5	District	Teachers – Grades 2 – 5	Throughout Year	Monitor Monthly Writes	Principal Assistant Principal
Modes of Writing Training	2 – 5	District	Teachers – Grades 2 – 5	Throughout Year	Monitor Monthly Writes	Principal Assistant Principal

End of Writing Goals

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Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>I.1. -Attendance committee needs to meet on a regular basis throughout the school year. -Many students that have unexcused absences are from the University area. When they miss the bus, they do not have a way to school.</p>	<p>I.1. <u>Tier 1</u> The school will establish an attendance committee comprised of Administrators, guidance counselor, and social worker to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every month.</p>	<p>I.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>I.1. Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>I.1. Instructional Planning Tool Attendance/ Tardy data Ed Connect</p>		
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<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<p>1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.</p> <p>2.The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% .</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>							
	95%	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>					

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	271	198					
	<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>					
	147	132					
		1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 <u>Tier 2</u> Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.3 Principal Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional

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Learning Community (PLC) or PD Activity

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

PD Content /Topic 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
EdLine	K - 5	AP	School-wide	September and then as needed basis	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

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

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<p>1. Suspension</p>	<p>I.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>I.1. <u>Tier 1</u> - CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a</p>	<p>I.1. <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>I.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions.</p>	<p>I.1 EASI ODR and suspension data cross-referenced with mainframe discipline data.</p>		
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		<p>monthly meeting, tracking the overall improvement of the faculty.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p>					
<p>Suspension Goal #1:</p> <p>1. The total number of In-School Suspensions will decrease by 10%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total Number of</u></p> <p><u>In-School Suspensions</u></p>	<p><u>2013 Expected Number of</u></p> <p><u>In-School Suspensions</u></p>					
	1	0					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	1	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	33	30					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	9	7					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Please note that each Strategy does not require a
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professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K – 5	Melissa Irvin	School-wide	Preplanning	Classroom Walk-throughs	Administration

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		

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<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
		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

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

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

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

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						

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Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		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 <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
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

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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
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End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	I.1. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	I.1. H.E.A.R.T. team	H.E.A.R.T. team notes/ agendas	I.1. PACER test component of the Fitnessgram PACER for assessing cardiovascular health.	I.1. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.		

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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 69% on the Pretest to 95% on the Posttest.</p>							
	69%	95%					
		<p>1.2. Not all students have 150 minutes of Teacher Directed PE.</p>	<p>1.2. A running club will be formed where students increase their cardiovascular health by running once a week for 30 minutes.</p>	<p>1.2. PE teachers will monitor the number of laps run each week.</p>	<p>1.2. PACER test component of the Fitnessgram PACER for assessing cardiovascular health.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with

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**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
Fitness Station Training	3 – 5	PE Teachers	Grade 3 - 5Teachers	November	Pacer test scores	PE Teachers

Continuous Improvement Goal(s)

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

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

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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. -Lack of common vertical PLCs. -Lack of social activities that would foster collaboration. -Lack of cross grade level activities.	1.1. -Schedule vertical PLCs once a month. -Schedule team building activities. -Highlight experts in different activities.	1.1. -Administration will survey staff throughout the year. -Administration will highlight staff members each week in the Cougar's Roar.	1.1. -The Steering Committee will analyze the results from the staff survey.	1.1.		

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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of teachers that strongly agree that the school has a culture of collegiality and trust will increase from 26% to 50%.							
	26%	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) or PD Activity

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

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PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader District Office	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
Kagan Training	K – 5		Instructional staff	Begin December	Staff Surveys	

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>	<p>A.1.</p>	<p>A.1. See Reading Goal 5d</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
<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 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	81% (16)	85% (17)					
		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. See Reading Goal 5d	B.1.	B.1.	B.1.		

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<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	(9)						
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 40%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	37%(89)					
		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. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	2.1.	

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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 29% to 32%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>22%(83)</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. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 26% to 29%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>26%(88)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

NEW Math Florida Alternate Assessment Goals

<p>Based on the analysis of student achievement data, and reference to “Guiding</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p>	<p>Strategy Data Check</p>	<p>Student Evaluation Tool</p>		
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Questions”, identify and define areas in need of improvement for the following group:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	<p>See Math Goal 5d</p>	F.1.	F.1.	F.1.		
<p>Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	81% (16)	81% (16)					
		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>	<p>G.1.</p>	<p>G.1. See Math Goal 5d</p>	<p>G.1.</p>	<p>G.1.</p>	<p>G.1.</p>		
<p><u>Mathematics Goal G:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	(9)						
		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		

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

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Geometry Goal I:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	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						
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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		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).							
<u>Science Goal J:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<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

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* 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.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

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

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		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).							
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	

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		M.3.	M.3.	M.3.	M.3.	M.3.	
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NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1:</u> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1. Need common planning time for math, science, ELA and other STEM teachers.	1.1. -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level team leaders -Committee Leaders	1.1 Administrative/District walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	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	Grades 3 - 5	District Trainers	Grade 3 – 5 Math/Science Teachers	January	Administrative Walk-Throughs	Principal/Assistant Principal

End of STEM Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>Increase student interest in career opportunities and career presentations prior to middle school. The school will increase the frequency of career presentations/activities from 70 in 2012 to 80 in 2013.</p>	1.1.	1.1. Provide field trips to local businesses.	1.1.	1.1.	1.1. Log of career field trips.
	1.2.	1.2. Implement special speakers to visit and share with students about careers throughout the school year and during the Great American Teach-In.	1.2.	1.2.	1.2. Log of speakers.
	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
JA BizTown workshop	5	JA Biztown	5 th Grade Teachers	October	Inservice Record	

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

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This incentive goes for all academic goals, along with discipline and attendance goals.	Students will earn spirit sticks for Perfect Attendance, Good Citizen, Honor Roll, Principals' Honor Roll, and Science Fair Participation.	\$2416.70	
Final Amount Spent			