

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lee Elementary Magnet School	District Name: Hillsborough County Public Schools
Principal: Robin Johnson	Superintendent: MaryEllen Elia
SAC Chair: Ashlee McManamey & Jomil Frick	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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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	Robin Johnson	Ed. Leadership Elem. Ed. 1-6 School Principal (all levels) Gifted Endorsement	2	7	11-12 Lee Elementary: C: Learning Gains: Reading 62, Math 66 10-11 Lee Elementary: C: AYP 85% 09-10 Lincoln Elementary: A: AYP 90% 08-09 Lincoln Elementary: B: AYP 100%
Assistant Principal	Ashlee McManamey	Ed. Leadership Elem. Ed. Sociology ESE	<1	<1	11-12 Lee Elementary: C: Learning Gains: Reading 62, Math 66 10-11 Lee Elementary: C: AYP: 85% 10-11 Lake Myrtle: A: AYP 92% 09-10 Lake Myrtle: B: AYP: 85% 08-09 lake Myrtle: A: 92%

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Sonja Williams	Elem Ed. 1-6 ESOL	2	2	11-12 C: Learning Gains: Reading 62, Math 66 10-11 C: 85% AYP 09-10 A: 92% AYP 08-09 A: 100% 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. School Orientation	Principal	August	A. School Orientation
2. Monthly Meetings	Assistant Principal	Monthly	B. Monthly Meetings
3. Teacher Interview Day	General Directors	June 2012	C. Teacher Interview Day
D. Recruitment Fairs	Supervisor of Teacher Recruitment	On-going	4. Recruitment Fairs

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 qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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4 Out of field based on ESOL criteria	Teachers are working towards ESOL Endorsement through district coursework.
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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
26	15% (4)	19% (5)	35% (9)	31% (8)	31% (8)	85% (22)	0.08% (2)	0	54% (14)

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
Dwayne Dyce		The mentor is part of 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.
Bonnie Taylor		The mentor is part of 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.
Jessy Hamilton	Cathy Messina (Gifted Mentor)	Previous Gifted Teacher and Gifted trainer for Hillsborough County Schools.	Coaching cycles and assistance with paperwork.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
Principal, Assistant Principal, Reading Coach, Lead Teacher, Guidance Counselor, Social Worker, and Psychologist.

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSS is considered the main leadership team in our school. The MTSS will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during school
 - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate 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).
- Use intervention planning forms to communicate initiatives between the MTSS and PLCs.

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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 Chair of SAC is a member of the MTSS.
- The MTSS and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2009-10 school year and during preplanning for the 2011-12 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS. 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 MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The MTSS will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

MTSS Implementation

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

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, MTSS
Nine Week Exams	Subject Area Generated Excel Database	SALs, individual teachers, MTSS

Describe the plan to train staff on MTSS.

MTSS district facilitator and coach will training faculty and staff on MTSS and best practices as it relates to implementation.

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Describe plan to support MTSS.

- Professional Learning Communities
 - Professional Development
 - Walk throughs and observations (Formal & Informal)
 - Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
 - Data analysis (on-going)
- Implement K-12 Reading Plan

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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

The LLT is a subset of the MTSS. The team provides leadership for the implementation of the reading strategies 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 instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site 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 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)
- Implement K-12 Reading Plan

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NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

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

***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.

NA

***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?

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NA

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?

NA

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](#).

NA

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. - Lack of understanding of how to implement the Continuous Improvement Model with the core curriculum, as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. . - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). -Teacher understanding of SMART goals and how to write them.</p>	<p>1.1. <u>Strategy:</u> Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using C-CIM (Core Continuous Improvement Model) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps:</u> 1 . As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of</p>	<p>1.1 <u>Who</u> Principal -AP -Reading Coach Grade level leaders <u>How</u> -PLC logs turned into administration -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Classroom walk-throughs observing this strategy. -Monitoring data will be reviewed every nine weeks. -Data team will meet on Friday's to review progress towards meeting SIP goal.</p>	<p>1.1. <u>Teacher Level</u> CIM assessments Meet with reading coach for a data chat for FAIR data <u>PLC/Department Level</u> PLC weekly reports <u>Leadership Team Level</u> Weekly data meetings</p>	<p>1.1. <u>2-3x Per Year</u> FAIR Data DRA's Reading Formative</p>		
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		<p>the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>4. Teachers bring assessment data back to the PLCs.</p> <p>5. Based on the data, teachers discuss strategies that were effective.</p> <p>6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>8. PLCs record their work in logs.</p> <p>9. Update questioning w/ CIMS to meet Common Core Standards</p> <p>10. PD is H.O.T Questioning and Junior Great Books</p>					
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<p><u>Reading Goal #1:</u> In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 61% to 64%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>61%</p>	<p>64%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check 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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. Teachers vary in knowledge in how to differentiate instruction for above level readers within a Reader's Workshop model. - Teachers vary in knowledge regarding the identification and use of effective progress monitoring/evaluation tools for readers above proficiency. -Teachers may not have the knowledge needed to fully implement Junior Great Books</p>	<p>2.1. <u>Strategy:</u> 2.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension, fluency, and vocabulary will increase through use of the Junior Great Books (shared inquiry circles) instructional strategies which includes: -increased time for students' independent reading, -exposure to multiple genres, -students responding critically to text, -instruction in & use of higher order thinking strategies, -ongoing assessment through individual student conferencing. -teachers will use H.O.T to illicit complex thinking</p> <p><u>Action Steps:</u> 1. Identify students performing above</p>	<p>2.1. <u>Who</u> -Principal -AP -Reading Coach -Reading Resource -PLC Facilitators -Lead Teacher</p> <p><u>How</u> -PLC logs turned into administration. -Classroom walk-throughs observing the Junior Great Books and Readers' Workshop instructional model. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>2.1. <u>Teacher Level</u> Meet with reading coach for a data chat for FAIR data Meet with Assistant Principal to review reading formative data</p> <p><u>PLC/Department Level</u> Weekly PLC meetings</p> <p><u>Leadership Team Level</u> Weekly data meetings</p>	<p>2.1. 2-3X per Year DRAs, FAIR, Reading Formatives, CIMs</p>		
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	<p>proficiency (FCAT, FAIR, and DRA2).</p> <p>2. Administer teacher training/resource needs assessment to determine support plan.</p> <p>3. Schedule training and plan for resources.</p> <p>4. Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring comprehension, fluency, and vocabulary.</p> <p>5. Teachers administer student interest surveys and progress monitoring assessment to determine base-line data and areas of strength and need.</p> <p>6. Begin whole class implementation of Junior Great Books with differentiated levels of texts and genres.</p> <p>7. Grade level PLCs reconvene after 2 weeks to discuss progress of implementation.</p> <p>8. As a Professional</p>					
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		Development activity in their PLCs, teachers discuss Junior Great Books implementation. 9. Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. 10. PLCs record their work in the PLC logs.					
<u>Reading Goal #2:</u> In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 29% to 32%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%	32%					

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		2.2.	2.2. Strategy Teachers will use various text as an enrichment piece during the iii time. <u>Action Steps</u> 1. Identify students performing above proficiency (FCAT, FAIR, and DRA2). 2. Administer teacher training/resource needs assessment to determine support plan. 3. Schedule training and plan for resources. 4. Teachers use the Jr. Great books weekly. 5. Students will learn how to use the books for inquiry based learning.	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 reading.</p>	<p>B.1. - Lack of connection of how to implement the Continuous Improvement Model with the core curriculum -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing</p>	<p>B.1. <u>Action Steps</u> 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data, teachers discuss strategies that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b)</p>	<p>B.1. <u>Who</u> Principal -AP -Reading Coach -Team Leaders -Lead Teacher <u>How</u> PLC logs turned into administration Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Classroom walk-throughs observing this strategy. Monitoring data will be reviewed every nine weeks.</p>	<p>B.1. <u>Teacher Level</u> Meet with reading coach for a data chat for FAIR data Meet with Assistant Principal to review reading formative data <u>PLC/Department Level</u> Weekly PLC meetings <u>Leadership Team Level</u> Weekly data meetings</p>	<p>B.1. <u>2-3x Per Year</u> DRA2 FAIR Reading Formative Data</p>		
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	students).	decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 8. PLCs record their work in logs.					
<u>Reading Goal #3:</u> In grades 3-5, the percentage of students making learning gains on the 2013 FCAT Reading will increase from 62% to 65%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62%	65%					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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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 ELP sessions during the day can be difficult</p> <p>Students miss out on other instruction when pulled for additional instruction</p> <p>Not enough time to plan with ELP tutors</p> <p>Not enough communication with ELP tutors</p>	<p>4.1. Strategy Tier 2/3 - Students' reading comprehension will improve through implementation of 30 minutes of supplemental instruction during the daily iii (Immediate Intensive Interventions) time (which includes both lessons and assessments).</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Bottom 25% will be identified. 2. Teachers will have small group instruction daily for the students that fall into the bottom 25%. 3. Teachers will assess these students weekly and chart their progress. 4. Teacher's meeting in PLC's will discuss the students and the strategies that are working with the students. 	<p>4.1. <u>Who</u> Reading Coach AP Principal Lead Teacher</p> <p><u>How</u> -PLC logs turned into administration -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p> <p><u>First Nine Week Check</u> Emerging-PLC logs turned into administration. Administration provides feedback. Emerging -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. Emerging-PSLT will</p>	<p>4.1. <u>Teacher Level</u> CIM assessments Meet with reading coach for a data chat for FAIR data Reading formative data</p> <p><u>PLC/Department Level</u> Weekly PLC meetings</p> <p><u>Leadership Team Level</u> Weekly data meetings</p>	<p>4.1. <u>2-3x Per Year</u> DRA2 FAIR Reading Formative Data</p>		
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			utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Emerging-Classroom walk-throughs observing this strategy. Emerging-Monitoring data will be reviewed every nine weeks.				
<u>Reading Goal #4:</u> In grades 3-5, the percentage of students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69% to 72%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69%	72%					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.		
<u>Reading Goal #5A:</u> The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 55% to 60%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55%	60%					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: Y	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p>	<p>5C.1. -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from:</p>	<p>5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1. -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 18% to 26%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>18%</p>	<p>26%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		

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Reading Goal #5D: Y	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a 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
Independent Reading	K-5	Reading Coach	All Teachers	October 2012	Walk-Throughs/PLCs	Administration, Reading Coach
Guided Reading	K-5	Reading Coach	New Teachers to Lee	October 2012	Coaching Cycles	Administration, Reading Coach
Junior Great Books	All Staff	Junior Great Books Trainer	All Staff	August 2012	Walk-Throughs/Coaching Cycles	Administration, Reading Coach

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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. -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are able to attend mathematics trainings on dates available by the district.</p>	<p>1.1. <u>Action Steps:</u> 1. Offer Assessment and Data Analysis in the Elementary Mathematics Classroom training 2. Take strategies learned from training and discuss in PLC 3. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. 4. Teachers implement the targeted higher order questioning strategies in their lessons. 5. Teachers implement the common assessments. 6. Teachers bring assessment data back to the PLCs. 7. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes. 8. Based on data, PLCs use</p>	<p>1.1. <u>Who</u> Teacher Principal AP Math Resource/Contact District Math Team Generalist Lead Teacher <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics Walk-through Form <i>(available from Elementary Math)</i> -Mathematics PLC Recording Document <i>(available from</i></p>	<p>1.1. <u>Teacher Level</u> Unit assessments Pop in feed back forms Walkthrough feedback <u>PLC/Department Level</u> Meet weekly to discuss data <u>Leadership Team Level</u> Weekly data meetings</p>	<p>1.1. <u>2-3x Per Year</u></p>		
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		the problem-solving process to determine next steps of higher order strategy implementation. 9. PLCs record their work in the PLC logs. 10. Develop Math Norms 11. Utilize county's first 9-days	<i>Elementary Math)</i>				
<u>Mathematics Goal #1:</u> In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 49% to 52%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	49%	52%					

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		<p>1.2. -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies.</p>	<p>1.2. <u>Action Steps</u> 1. Teachers/Coaches will attend district offered Math and Reading training as well as Problem Solving Training in Mathematics. 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 3. As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. 4. Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies. 5. Teachers implement the common assessments. 6. Teachers bring assessment data back to the PLCs. 7. As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving</p>	<p>1.2. <u>Who</u> Teacher Principal AP Math Resource/Contact District Math Team Generalist Lead Teacher <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Elementary Mathematics (available from Elementary Math) Walk-through Form -Mathematics PLC Recording Document (available from Elementary Math)</p>	<p>1.2. <u>Teacher Level</u> Unit assessments Pop in feed back forms Walkthrough feedback <u>PLC/Department Level</u> Meet weekly to discuss data <u>Leadership Team Level</u> Weekly data meetings</p>	<p>1.2. <u>2-3x Per Year</u></p>	
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			strategies that were implemented. 8. Based on data, PLCs use the problem-solving process to determine next steps of problem-solving strategies in word problems. 9. PLCs record their work in the PLC logs.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS.</p>	<p><u>Action Steps:</u> 1. Show teachers how to access, www.floridastandards.org link. 2. Model for teachers how to use website. 3. As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks. 4. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. 5. Teachers implement the common assessments. 6. Teachers bring assessment data back to the PLCs. 7. Using the data, teachers discuss the effectiveness of</p>	<p><u>Who</u> Teacher Principal AP Math Resource/Contact Lead Teacher</p> <p><u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with rigor and depth. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p><u>Teacher Level</u> Unit assessments Pop in feedback forms Walkthrough feedback</p> <p><u>PLC/Department Level</u> Meet weekly to discuss data</p> <p><u>Leadership Team Level</u> Weekly data meetings</p>	<p>2.1. 2-3x per year</p>		
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		the rigor and depth strategies that were implemented. 8. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. 9. PLCs record their work in the PLC logs.					
<u>Mathematics Goal #2:</u> In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 20% to 23%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20%	23%					
		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. Same as goals 1 and 2</p>	<p>B.1. Strategy Same as goals 1 and 2 <u>Action Steps</u> Same as goals 1 and 2</p>	<p>B.1. <u>Who</u> Same as goals 1 and 2 <u>How</u> Same as goals 1 and 2</p>	<p>B.1. Unit assessments Pop in feed back forms Walkthrough feedback <u>PLC/Department Level</u> Meet weekly to discuss data <u>Leadership Team Level</u> Weekly data meetings</p>	<p>B.1. <u>2-3x Per Year</u></p>		
<p><u>Mathematics Goal #3:</u> In grades 3-5, the percentage of students making learning gains on the 2013 FCAT Math will increase from 66 to 69.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66</p>	<p>69</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check 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>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. Scheduling ELP sessions during the day can be difficult</p> <p>Students miss out on other instruction when pulled for additional instruction</p> <p>Not enough time to plan with ELP tutors</p> <p>Not enough communication with ELP tutors</p>	<p>4.1. <u>Action Steps</u></p> <p>1. School will utilize ELP funds to hire retired teachers to provide supplemental instruction.</p>	<p>4.1. <u>Who</u></p> <p>Math contact AP Principal teacher</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>4.1. <u>Teacher Level</u></p> <p>Unit assessments Pop in feed back forms Walkthrough feedback</p> <p><u>PLC/Department Level</u></p> <p>Meet weekly to discuss data</p> <p><u>Leadership Team Level</u></p> <p>Weekly data meetings</p>	<p>4.1. <u>2-3x Per Year</u></p>		
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<p><u>Mathematics Goal #4:</u> In grades 3-5, the percentage of students in the bottom quartile making learning gains on the 2012 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>					
	57	60					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	<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>	Student Evaluation Tool		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Math Goal #5:</u></p>							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1, 3 & 4	5A.1.	5A.1.	5A.1.		
<u>Mathematics Goal #5A:</u> The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCT Math will increase from 32% to 39%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Y Black: Y Hispanic: N-32% Asian: American Indian:	White: Black: Hispanic: 39% Asian: 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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5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: Y	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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. -Improving the proficiency of ELL students in our student is of high priority. -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. -Math teachers' implementation of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p>	<p>5C.1 - ELLs (LYs/LFs) comprehension of course content/ standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Math teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the</p>	<p>5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from:</p>	<p>5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)</p>		
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		performance of ELLs compared to the whole group. -Based on data math teachers differentiate instruction to remediate/enhance instruction.					
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 18% to 26%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	18%	26%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<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 APEI will put a system in place for this school year.</p>	<p>5D.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -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. Leadership Team Level -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. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>		
<p><u>Mathematics Goal #5D:</u> The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 6% to 15%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>6%</p>	<p>15%</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	

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

Mathematics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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
	HOT Talk and Cool Moves Training	K-5	Jack Fahle	K-5 Teachers	October 2012	Classroom walkthroughs to see that strategies are being used.	Principal AP
	Best practices with core curriculum	K-5	Math Contacts	School-wide	Voluntary on early release days or professional development Tuesdays.	Classroom walkthroughs to see that strategies are being used	Principal AP
Coaching Cycles	3-5	Jack Fahle	New Teachers to Lee	Throughout October and November 2012	Classroom walkthroughs to see that strategies are being used	Principal AP	

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. Need additional training to in core content. Core content not being taught in depth in previous grade levels.</p>	<p><u>Action Steps</u> 1. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice DI strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies</p>	<p><u>Who</u> -Principal -AP -Science Contact -teacher <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration classroom walk-throughs -Elementary Science Classroom Walk-Through form (<i>available from Elementary Science Department.</i>) -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p><u>Teacher Level</u> Unit assessments Walkthrough feed back <u>PLC/Department Level</u> Weekly meetings to discuss data <u>Leadership Team Level</u> Weekly data meetings</p>	<p>1.1. <u>2-3x Per Year</u></p>		
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	<p>from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to mini-lessons or re-teach for the whole class 3) decide what skills need to be re-taught to targeted students (remediation and enrichment).</p>					
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		8. PLCs record their work in the PLC logs.					
<u>Science Goal #1:</u> In grade 5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 31% to 34%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31%	34%					

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		<p>1.2. Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.</p> <p>-Administrators are at varying skill levels with understanding inquiry and the 5E lesson model</p> <p>No science data on incoming 5th graders.</p> <p>Background science knowledge might be lacking due to teacher time crunch.</p>	<p>1.2. <u>Action Steps</u></p> <p>1. Teachers will attend District Science training and share reciprocal teaching information with their PLCs.</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time collaboratively building reciprocal teaching lessons</p> <p>3. PLC teachers instruct students using the 5 E Lesson Plans.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss effectiveness of the 5E Lesson Plans.</p> <p>7. Based on data, PLCs use the problem-solving process to determine next steps of 5 E Lesson planning.</p> <p>8. PLCs record their work in the PLC logs.</p>	<p>1.2. <u>Who</u></p> <p>Principal APC District Resource Teachers Science Resource Teacher (where available) Science SAL Science Teacher</p> <p><u>How Monitored</u></p> <p>-PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Elementary Science Classroom Walk-Through form (<i>available from Elementary Science Department.</i>) -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>1.2. <u>Teacher Level</u></p> <p>Unit assessments Walkthrough feed back</p> <p><u>PLC/Department Level</u></p> <p>Weekly meetings to discuss data</p> <p><u>Leadership Team Level</u></p> <p>Weekly data meetings</p>	<p>1.2. <u>2-3x Per Year</u></p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. Anticipated Barrier -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model.</p>	<p>2.1. <u>Action Steps</u> 1. Teachers will attend District Science training and share information with their PLCs. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. 3. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment</p>	<p>2.1. <u>Who</u> Teacher Principal AP Science Resource Teacher/ Contact Teachers <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing inquiry based instruction. -Elementary Science Classroom Walk-Through form (<i>available from Elementary Science Department.</i>) -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>2.1. <u>Teacher Level</u> <u>PLC/Department Level</u> <u>Leadership Team Level</u></p>	<p>2.1. <u>2-3x Per Year</u></p>		
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	-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.	data back to the PLCs. 6. Based on the data, teachers discuss inquiry based instruction strategies that were effective. 7 Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies. 8. PLCs record their work in the PLC logs.					
In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 8% to 11%.	<u>2012 Current Level of Performance.*</u>	<u>2013Expected Level of Performance.*</u>					
	8%	11%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional						
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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	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
Inquiry Based Lesson Planning	K-5	Science Department - DRT	Classroom teachers	Voluntary on early release days or professional	Classroom walkthroughs to see that strategies are being used.	Principal AP
Lesson Planning	5	Science Department - DRT	Teachers in 5 th grade	1 – 2 x monthly	Classroom walkthroughs to see that strategies are being used.	Principal AP

End of Science Goals

Writing/Language Arts Goals

<p>Writing/ Language Arts 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. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. New 4th grade teachers to writing instruction. Scoring criteria has changed. Expectation for students scoring at proficient level has been raised. Students having a solid foundation in Writers' Workshop vary.</p>	<p>1.1. Team leader attending monthly writing meetings. Writing DRT will do coaching cycles with all 4th grade writing instructors. Teachers will take a Writing Moodle course. Each month, teachers will STAR conference with each student. PLCs used to monitor and improve monthly demand writing results.</p>	<p>1.1. WHO: Teachers Principal AP District RT PLCs PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration classroom walk-throughs -PSLT will utilize a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>1.1. <u>Teacher Level</u> Monthly demand writes will be used to monitor and plan for future instruction. Meet with Writing DRT for Writing reviews <u>PLC/Department Level</u> Weekly PLC meetings <u>Leadership Team Level</u> Weekly data meetings</p>	<p>1.1. 2-3 x per year</p>		
<p><u>Writing/LA Goal #1:</u> In grades 4, the percentage students scoring a Level 3 or higher on the 2013 FCAT Writes will increase from 91% to 92%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	91%	92%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
DRT Coaching Cycle	4	Writing DRT	4 th grade teachers	September 2012	Classroom walkthroughs to see that strategies are being used.	Principal AP
Site-based Moodle Support for Scoring Writing Samples	K-5	On-line	All grade level teachers	November/December 2012	Classroom walkthroughs to see that strategies are being used.	Principal AP

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1	<ol style="list-style-type: none"> 1. Continue with attendance awards per nine week period. 2. Continue to contact parents when lack of attendance is consistent. 	1.1. Data Processor and Run Reports	1.1. Help to determine who is having consistent rates of absenteeism.	1.1. Daily attendance report.		

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<p>Attendance Goal #1:</p> <p>The attendance rate will increase from 96% in 2011-2012 to 97% in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 26 in 2011 to 2012 to 24 in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 7 in 2011-2012 to 5 in 2012-2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96%</p>	<p>97%</p>					
	<p><u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u></p>					
	<p>26</p>	<p>24</p>					

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	<u>2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)</u>					
	7	5					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic 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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving						
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	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>1.1. Teacher consistency with following school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1.-CHAMPS will be implemented to address school-wide expectations and rules. Staff determines school-wide rules, rules are posted, discipline data is shared with staff and training will be provided for staff new to CHAMP</p> <p>Teachers will use resources for continued teaching and reinforcement of school expectations and rules.</p> <p>-Leadership team will conducts walkthroughs using CHAMPS walk-through form (generated by the district RtI facilitators).</p> <p>-The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p>	<p>1.1. <u>Who</u> PSLT Behavior Committee-Leadership Team Administration</p>	<p>1.1. PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>1.1. EASI suspension data cross-referenced with mainframe discipline data</p>		
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<p><u>Suspension Goal #1:</u></p> <p>The total number of In-School Suspensions will decrease by 10%.</p> <p>The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>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 In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	22	20					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	17	15					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	5	3					

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	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	5	3					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

End of Suspension Goals

Parent Involvement Goal(s)

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
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.	
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		
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

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						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. Health and Fitness Goal</p>	<p>1.1. Not all students choose to participate daily in the Morning Mile program. Inclement weather restricts outdoor activities, including PE classes, recess, and the Morning Mile.</p>	<p>1.1. Health and physical activity initiative developed and implemented by the PTA/ Administration (Morning Mile). The Morning Mile is a daily and school-wide initiative, where students accumulate laps toward miles. Miles are tabulated by parent volunteers and data is shared with faculty at the end of each month. Students earn incentive tokens and collect throughout year. Leading students are acknowledged on Morning Show.</p>	<p>1.1. Administration PTA Physical Education Teacher Classroom Teachers</p>	<p>1.1. Data on the number of students scoring in the Healthy Fitness Zone (HFZ) Data collected from Morning Mile.</p>	<p>1.1. PACER test component of the FITNESS GRAM PACER for assessing cardiovascular health.</p>				

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		Students also have physical education classes two times per week with a certified physical education teacher and outdoor recess with teachers 2 days per week.					
Health and Fitness Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
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 72% on the Pretest to 86% on the Posttest.							
	72%	86%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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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
NA						

Continuous Improvement Goal(s)

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

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

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<p>1. Continuous Improvement Goal</p>	<p>I.1. Parents are inconsistent with accessing emails or don't have active list-serve accounts. Parents inconsistent checking of student take-home folder, which houses weekly communication including monthly newsletter. Teachers are inconsistent with updating their webpage with most current classroom information and activities.</p>	<p>I.1. Tables will be set-up at all school functions with list-serve capabilities and access for parents who wish to have an account. Students will be reminded to hand their take-home folder to their parents on weekly basis. Teachers will be reminded to update their webpage and monthly reviews will be conducted.</p>	<p>I.1. Administration and designated staff members.</p>	<p>I.1. Parents will feel more informed and voice that on the school climate report.</p>	<p>I.1. NA</p>		
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Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
The percentage of parents who strongly agree with the indicator that the school keeps me informed of activities will increase from 46% in 2012 to 60% in 2013.							
	46%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
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
NA						

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End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Not enough students.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
	<u>2012 Current Level of Performance:*</u> Not enough students.	<u>2013 Expected Level of Performance:*</u>					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

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<p>C. Students scoring proficient in Listening/Speaking.</p>	<p>1.1.</p>	<p>1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 16% to 18%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>16%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</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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D. Students scoring proficient in Reading.	2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 16% to 18%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	16%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check 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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E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 16% to 18%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	16%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: Not enough students.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

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<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Not enough students.							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

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

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J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
Science Goal J: Not enough students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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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		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> Not enough students.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1. Need common planning time for math, science, ELA and other STEM teachers</p>	<p>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.</p>	<p>1.1. PLC or grade level lead -Subject Area Leaders</p>	<p>1.1. Administrative/SAL walk-throughs</p>	<p>1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>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.</p>						
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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
Coaching Cycles	5	Science DRT	5 th Grade	Bi-Monthly PLCs 2 Coaching Cycles	Walk-Throughs Assessments	Assistant Principal Science DRT

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>CTE Goal #1:</u> Collect baseline data concerning feeder school collaborative activities.	1.1. Having the time to coordinator with feeder school LEAD teacher.	1.1. Increase student participation with 5 th grader feeder collaborative activities.	1.1. LEAD Teachers 5 th grade teachers	1.1. Looking at schedules to insure more activities for 5 th graders.	1.1. Log of number of feeder school events and log of number of students who attend feeder school events.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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CTE Professional Development

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

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

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

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

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Final Amount Spent			