

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Pizzo Elementary School	District Name: Hillsborough County
Principal: Pamela Wilkins	Superintendent: Mary Ellen Elia
SAC Chair: Kimberly Connell and Lauren Thibault	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Pamela Wilkins	B.A. Elementary Education 1-6; M. Ed. Educational Leadership; Varying Exceptionalities K-12; ESOL; School Principal	5	9	Pizzo 2011-2012 School Grade A, % Satisfactory R-43% M-48% S-52% W-90% LQR-76pts, LQM-83 pts. Pizzo 2010-2011 School Grade B Overall AYP: 85% Pizzo 2009-2010 School Grade B Overall AYP: 67% Pizzo 2008-2009 School Grade B Overall AYP: 77% Pizzo 2007-2008 School Grade C Overall AYP: 82%
Assistant Principal	Angela Fullwood	B.S. Elementary Education 1-6, M. Ed. Leadership	3	7	Pizzo 2011-2012 School Grade A, % Satisfactory R-43% M-48% S-52% W-90% LQR-76pts, LQM-83 pts. Pizzo 2010-2011 School Grade B Overall AYP: 85% Lewis 2009-2010 School Grade B Overall AYP: 92% Lewis 2008 – 2009 School Grade A Overall AYP: 100%

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					Sulphur Springs 2007-2008 School Grade F Overall AYP: 69%
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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kimberly Connell	B.S. Elementary Education; M.S. Educational Leadership ESOL	7	7	Pizzo 2011-2012 School Grade A, % Satisfactory R-43% M-48% S-52% W-90% LQR-76pts, LQM-83 pts. Pizzo 2010-2011 School Grade B AYP: 85% Pizzo 2009-2010 School Grade B Overall AYP: 67% Pizzo 2008-2009 School Grade B Overall AYP: 77%
Reading	Nicole Libby	B.S. Elementary Education; M.A. Reading Education K-12; ESOL	2	2	Pizzo 2011-2012 School Grade A, % Satisfactory R-43% M-48% S-52% W-90% LQR-76pts, LQM-83 pts. Clark 2010-2011 School Grade A Overall AYP: 90% Heritage-2009-2010 School Grade A Overall AYP: 97% Heritage-2008-2009 School Grade A Overall AYP: 95 %
Reading	Christina Rodriguez	B.S. Elementary Education; M.A. Curriculum & Instruction; Cert. Middle Grades 5-9; ESOL	1	1	Rampello-2011-2012 School Grade A Rampello 2010-2011 School Grade A Overall AYP: 85% Rampello -2009-2010 School Grade A Overall AYP: 97% Rampello 2008-2009 School Grade A Overall AYP: 95 %
Math	Lorraine Skelton	B.S. Elementary Education; M.A. Elementary Education; ESOL	4	4	Pizzo 2011-2012 School Grade A, % Satisfactory R-43% M-48% S-52% W-90% LQR-76pts, LQM-83 pts. Pizzo 2010-2011 School Grade B AYP: 85% Pizzo 2009-2010 School Grade B Overall AYP:67% Maniscalco 2008-2009 School Grade A Overall AYP:100%

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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. Partnership with University of South Florida	Partnership Advisory Committee; Principal	Ongoing	
2. Partnership with MOSI	MOSI & Principal	Ongoing	
3. Pizzo - New Teacher Orientation/Breakfast	Principal & Assistant Principal	August 2012	
4. District Mentor Program	Assigned District Mentors	Ongoing	
5. District Peer Program	Assigned District Peers	Ongoing	
6. Partnering New and Veteran Teachers	Assistant Principal	Ongoing	
7. PLC Grade Level Meetings	All Grade level teams	Bi-Monthly	
8. Vertical Team Planning	All Grade level teams	Ongoing - Monthly	
9. MTSS/RTI Monthly Support	Guidance Team	Ongoing - Monthly	
10. Opportunities for teacher leadership	Principal	Ongoing	
11. Teacher Interview Day	District Staff	Each June	
12. Recruitment Fairs	District staff	Each June	
13. TIF/POWER	Supervisor of Data Analysis	End of the school year	
14. Performance Pay	General Director of Federal Programs	End of the school year	

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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Teachers *10 Out of field	<p><u>Administrators</u> Meet with the teachers 3 times per year to discuss progress on: Completing Classes for endorsement Providing time to collaborate with PLC's for support <u>PLC'S</u>- will provide support by discussing specific strategies for ELL students during meetings. <u>ELL Resource Teacher</u>- will collaborate and provide in classroom support.</p>
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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
62	8% (5)	35.5% (22)	35.5% (22)	21% (13)	43.5% (27)	84% (52)	100% (62)	11% (7)	68% (42)

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
Kimberly Connell (School-based mentor)	Carrie Donatelli-New to Hillsborough County	Kim Connell is the Academic Intervention Specialist with over 23 years of teaching experience and is the PLC facilitator for kindergarten and 1 st grade.	- PLC meetings 2 times monthly - Available to discuss lesson planning - Curriculum conversations - Data chats Co-planning, observation and feedback

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Lisa Karpenske (District EET Mentor)	Kristen Tavolaro-1 st year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work data, developing assessments, conferencing and problem solving.
Lisa Karpenske (District EET Mentor)	Whitney Weber-1 st year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work data, developing assessments, conferencing and problem solving.
Lisa Karpenske (District EET Mentor)	Laura Paulk-1 st year Art teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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 1, Part A Services are provided to ensure students who need additional remediation are provided support through: Extended Learning and summer programs, quality teachers through professional development, content teachers, and mentors.</p>
<p>Title I, Part C- Migrant N/A</p>
<p>Title I, Part D N/A</p>
<p>Title II N/A</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 Under the McKinney-Vento Act, the district receives funds to provide resources (social workers and tutoring) and eliminate barriers to a free and appropriate education for students identified as homeless.</p>

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<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>Violence Prevention Programs Positive Behavior Support, Character Education</p>
<p>Nutrition Programs N/A</p>
<p>Housing Programs N/A</p>
<p>Head Start We utilize information from students to transition into Kindergarten (including EELP students).</p>
<p>Adult Education N/A</p>
<p>Career and Technical Education N/A</p>
<p>Job Training N/A</p>
<p>Other</p>

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <ul style="list-style-type: none"> A. Pamela Wilkins – Principal B. Angela Fullwood – Assistant Principal/ELP Coordinator C. Joseph Sorondo --School Psychologist

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- D. Harriett Davis -- Guidance Counselor
- E. Tracee Phillips – School Social Worker
- F. Nicole Libby--Reading Coach
- G. Kim Connell – AIS/ SAC Chair/ PLC Liaison for Kg & 1st grade
- H. Loraine Skelton – Math Instructional Coach/ PLC Liaison for 2nd grade
- I. Christina Rodriguez – Reading Resource Teacher / PLC Liaison for 3rd- 5th grade
- J. Heidi Martin – ESE Specialist
- K. Team Leaders: Shanna- Lee Fair (K), Jane Cavallucci (1)
Diana Patrissi(2), Sarah Hart (3), Julia Cruz (4), Pattie Bean (5)
- L. Debra Mueller – ELL Resource Teacher
- M. April Tidey & Laura Hart – Speech Therapists

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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/PSLT team 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 important education decisions to guide instruction. The MTSS/PSLT 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/PSLT is considered the main leadership team in our school. The MTSS/PSLT will meet weekly and use the problem solving process to:

- Oversee a multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental, Tier 3/ Intensive)
- Based in the student data, recommend, coordinate and implement supplemental services (Tiers 2 & 3) that match students non-mastery of skills through :
 - Academic tutoring during the day in small group pullouts
 - ELP Programs during the school day
 - Designated intervention block
- 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 PLC's
 - Use of school based Reinforcement Instructional Calendars

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- Common Core Assessments at the end of segments/chapters (data will be collected by PLC's and entered and compiled for analysis by members of the MTSS/PSLT)
- Implementation of research-based scientifically validated instructional strategies and/or interventions (eg. 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 PLC's
- Work collaboratively with PLC's in the implementation of progress monitoring
- Coordinate/collaborate/Integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for imbedding/integrating reading and writing strategies across all other content areas)
- Use intervention planning forms to communicate initiatives between the MTSS/ PSLT and PLC's
- 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 PLC's
 - Use of school based Reinforcement Instructional Calendars
- Common Core Assessments at the end of segments/chapters (data will be collected by PLC's and entered and compiled for analysis by members of the PSLT)
- 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 PLC's
- Work collaboratively with PLC's in the implementation of progress monitoring
- Coordinate/collaborate/Integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for imbedding/integrating reading and writing strategies across all other content areas)
- Use intervention planning forms to communicate initiatives between the PSLT and PLC's

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.

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	AP/ Reading Coach & Reading Resource /Math Coach

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Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	AP, PLCs, MTSS/ PSLT, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	AP, PLCs, MTSS/PSLT individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	AP, PLCs, MTSS/ PSLT, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL MTSS/ PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/MTSS/ PSLT Member
DRA-2	School Generated Excel Database	Individual Teacher
KRT, FLKRS	School Generated Database	Individual Kindergarten Teachers
PBS	Collected data, daily student report by Behavior Specialist	Guidance Counselor , Behavior Specialist and PBS Coach

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	AP (ELP Facilitator)/ ELP Teacher / MTSS/ PSLT
FAIR OPM	School Generated Database in Excel	Reading Coach/ AP/ MTSS/ PSLT
Computer Adaptive Resource Programs	Program Generated	Individual Teacher

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*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the MTSS/ PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- Assess the same skills over time
- Have multiple equivalent forms
- Are sensitive to small amounts of growth over time.

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The MTSS/ PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from MTSS/PSLT liaison) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

THE MTSS/ PSLT and PLC's are continuing to work through our partnership with USF to receive differentiated training in the Response to Intervention model with Dr. Danielle Dennis. The MTSS/ PSLT will continue to use this training as a resource to assist in supporting the MTSS/RtI process throughout the school year.

Describe the plan to train staff on MTSS.

The Teacher Training Modules, as posted under the MTSS/RtI Icon, were delivered to faculty members over the course of several faculty meetings during the 2012-2013 school year. MTSS/ PSLT members who attended the district level MTSS/RtI trainings will serve as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's MTSS/RtI Committee develops resources and staff development trainings on PS/MTSS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. Our school will invite our area MTSS/RtI Facilitator to visit quarterly to review our progress in implementation of PS/MTSS/RtI and provide on-site coaching and support to our MTSS/ PSLT /PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS/RtI as they become available.

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

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- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- A. Pamela Wilkins – Principal / Angela Fullwood – Assistant Principal (one administrator will attend each meeting)
- B. Nicole Libby – Reading Coach
- C. Christina Rodriguez – Intermediate Reading Resource
- D. Gary Golomb – Media Specialist
- E. Kim Burnett K, Julie Greenwood, Lauren Valdes 1st, Joy Grabert 2nd, Sarah Hart 3rd, Julia Cruz 4th, Patti Bean 5th, Deborra Brooks ASD Intermediate, Jamie Schwartz ASD primary, Michelle Vela (EELP/Pre-K), Kim Connell AIS

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

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

The principal or assistant 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 administration 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 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, especially in the area of Science.
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)

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- Implement K-12 Reading Plan
- Representation in each grade level PLC

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.

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***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1. -Teachers' knowledge base of	1.1. <u>Common Core Reading Strategy</u> <u>Across all Content Areas</u>	1.1. <u>Who</u> -Principal	1.1. <u>Teacher Level</u> -Teachers reflect on lesson	1.1. <u>3x per year</u> - FAIR

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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 43% to 49%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>43%</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>49%</p>	<p>this strategy needs professional development.</p> <p>-Training for this strategy is being rolled out in 12-13.</p> <p>-Training all content area teachers</p>	<p>Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation.</p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>-AP -Reading Coach -Reading Resource -PLC facilitators</p> <p><u>How</u> Administrative/Reading Coach Walkthroughs looking for implementation of the use of complex text and a balance of literary and Informational text. -Grade Level PLC Logs -PLC'S turn their logs into administration and/or coach. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -PLC liaisons share information garnered at PLC's during PSLT.</p>	<p>outcomes and use this knowledge to drive future instruction.</p> <p>-Data Analysis of SMART Goals <u>PLC Level</u> -Using the individual teacher data, PLCs discuss strengths and weaknesses and develop interventions for students performing below level. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs discuss their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitators share SMART Goal data with the Leadership Team.</p>	<p><u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit, intervention checks)</p>
			<p>1.2. -Teachers' knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels. Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex</p>	<p>1.2. <u>Who</u> -Principal -AP -Reading Coach -Resource Teachers -PLC facilitators <u>How</u> -Grade level PLC Logs -PLC'S turn their logs into administration and/or coach. -PLCs receive feedback on their logs. -Reading Coach observations and walk-</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers discuss progress of their individual/PLC SMART Goal <u>PLC Level</u> -Using the individual teacher data, PLCs discuss strengths and weaknesses and develop interventions for students performing below level. -PLCs reflect</p>	<p>1.2. 3x per year - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit, intervention checks)</p>

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			<p>text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning.</p> <p><u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>throughs</p> <p>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p> <p>-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators share SMART Goal data with the Leadership Team.</p>	
		<p>1.3. -Teachers' knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) Multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3. <u>Who</u> -Principal -AP -Reading Coach -Resource Teachers -PLC facilitators</p> <p><u>How</u> -Grade level PLC Logs -PLC'S turn their logs into administration and/or coach. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation. -PLCS turn their logs</p>	<p>1.3. <u>Who</u> -Principal -AP -Reading Coach -Resource Teachers -PLC facilitators</p> <p><u>How</u> -Grade level PLC Logs -PLC'S turn their logs into administration and/or coach. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.3 3x per year - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit, intervention checks)</p>

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				into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1.	2.1.	2.1.
Reading Goal #2: In Grades 3-5, the percentage of students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 19% to 21%.	2012 Current Level of Performance:* 19%	2013 Expected Level of Performance:* 21%	See Goals 1, 3 & 4				
			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
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning.	3.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. At PLC'S teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they	3.1. Who -Principal -AP -Reading Coach -Resource Teachers -PLC facilitators How PLCS turn their logs into administration and/or coach. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, leadership team.	3.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, end of unit)
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 70 points to 72 points.	2012 Current Level of Performance:* 70	2013 Expected Level of Performance:* 72					

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			<p>already know it?</p> <p>Actions/Details -Grade level/PLCs use a Plan-Do-Check-Act model to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level PLC action plans.</p>	<p>PLC meetings -Progress of PLCs discussed at Leadership Team</p>		
		<p>3.2. -Teachers are at varying levels of using Differentiated Instructional strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. Strategy/Task Student achievement improves when teachers use on-going student data to differentiate instruction.</p> <p>Actions/Details Within PLCs Before/During Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers identify students who need re-teaching/interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>	<p>3.2. Who -Principal -AP -Reading Coach -Resource Teachers -PLC facilitators</p> <p>How PLCs turn their logs into administration and/or coach. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessment data and use the information to PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and use data to drive future instruction. PLC Level -Using the individual teacher data, PLCs discuss strengths and weaknesses and develop interventions for students performing below level. -PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team.</p>	<p>3.2. 3x per year FAIR</p> <p>During the Grading Period Common assessments (pre, post, mid, end of unit)</p>

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p> <p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 76 points to 78 points.</p>			<p>4.1. -Teachers willingness to accept support from the coach.</p> <p>-Tine to meet with below level students on a regular basis.</p>	<p>4.1. <u>Strategy Across all Content Areas</u></p> <p><u>Strategy</u> Student achievement improves through teachers’ collaboration with the Reading Coach.</p> <p><u>Actions/Details</u> <u>Reading Coach</u> -The reading coach and administration conduct one-on-one data chats with individual teachers using the teacher’s student past and/or present data. -The reading coach rotates through all grade level PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate the selection of higher-order, text-dependent questions/activities. --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the reading coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data</p>	<p>4.1. <u>Who</u> Administration</p> <p><u>How-</u> -Review of coach’s log -Review of coach’s log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLC’s or planning sessions)</p>	<p>4.1. -Administrator/Coach meetings to review log and discuss action plan for coach for the upcoming month -Tracking of coach’s interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk-throughs)</p>	<p>4.1. <u>3x per year</u> - FAIR -EasyCBM</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit)</p>
	<p>2012 Current Level of Performance:*</p> <p>76 points</p>	<p>2013 Expected Level of Performance:*</p> <p>78 points</p>					

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			gathered from walk-through tools. This data is used for future professional development, both individually and as a team. Leadership Team and Coach -The reading coach meets with the principal to map out a high-level summary plan of action for the school year. -Every month the reading coach meets with the principal to: --Review work accomplished and develop a detailed plan of action for the next month.				
		4.2 -The Extended Learning Program (ELP) does not always target the specific skill/weaknesses of the students or collect data on an ongoing	4.2 <u>Strategy</u> Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> Classroom teachers communicate with	4.2 <u>Who</u> Administrators/ELP teachers <u>How Monitored</u> Administrators will review the plans and data collected between	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (Easy CBM)	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		When will the content be taught in regular	students that target specific skills that are not at the mastery level. -Students attend ELP sessions.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	2015-2016	2016-2017
		classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	-Progress monitoring data collected by the ELP teacher 2X per month and communicated back to the regular classroom teacher.				

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5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years 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.	5A.1.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u> The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __56_% to __60__%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _39 %_ to __45__%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _44 %_ to __50__%.	2012 Current Level of Performance:* White: 56% Black: 39% Hispanic:44% Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 60% Black: 45% Hispanic:50% Asian: NA American Indian: NA	See Goal 1, 3, 4				
			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.
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goal 1, 3, 4				
The percentage of economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA reading will increase from <u>40%</u> to <u>46%</u>	40%	46%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1	5C.1	5C.1	5C.1	5C.1
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	-Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.				
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>33%</u> to <u>40%</u> .	33%	40%					
			ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teacher How -Administrative and ERT walk-throughs -Tools from the RtI Handbook and ELL RtI and ESOL Strategies Checklists can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate accommodations to determine the most effective approach for individual students.	During the Grading Period -Core curriculum end of unit Assessments -FAIR -CELLA	

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		<p>5C.2</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Some teachers are unfamiliar with this program. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+ Rise is not consistent across grade levels.</p>	<p>5C.2</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>-ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teacher</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use data from common assessments to analyze their students' progress toward their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- PLCs discuss their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share ELL data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of unit tests with data aggregated for ELL performance</p>
		5C.3	5C.3	5C.3	5C.3	5C.3
		5C.4	5C.4	5C.4	5C.4	5C.4
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		<u>Strategy</u>	<u>Who</u>	<u>Teacher Level</u>	<u>During the Grading Period</u>
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from _20_% to _28_%.	20%	28%	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.	5D.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. <u>Who</u> Principal, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by ESE specialist	5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to discuss their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit with data aggregated for SWD performance
				5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. <u>Strategy/Task</u> SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications. <u>Actions Plan</u> For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like?	5D.2. <u>Who</u> -School based Administrators -PLC Facilitators <u>How</u> PLC logs (with specific SWD information) for like grades.	5D.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team.

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		<p>-What is the SMART goal for this unit of instruction for our SWD?</p> <p><i>Plan for the “Do”</i> What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i> For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next? -For the implementation of the Plan, Do, Check, Act strategy... what worked? How do we know it was successful? Why was it</p>	<p>-Data is used to drive teacher support and student supplemental instruction.</p>	
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			<p>successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the Plan, Do, Check, Act strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/interventions are working?</p>			
		5D.3	5D.3	5D.3	5D.3	5D.3

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Connection within the new Social Studies Curriculum	Grades K-5	Lauren Thibault and Jennifer Cunningham	All Teachers	Pre-planning	Monitoring Lesson Plans and observations	Administration
PLC's	Grades K-5	PLC Grade Level Facilitators	All teachers school wide	Bi -Weekly PLC meeting.	PLC Logs	Administration
Differentiated Instruction	Grades K-5	Reading Coach	All teachers school wide	Faculty Meeting	Monitoring Lesson Plans and observations	Administration/ Reading Coach
Reviewing Easy CBM Data for Reading Instruction, Intervention, and Enrichment	Grades K-5	RTI Facilitator Assistant Principal Reading Coach	PLC Facilitators and PSLT Members	Monthly Meetings with teachers to discuss Tier 2 and 3 students	RTI Logs	RTI facilitator and PSLT Members
Grade-level specific book studies	Grades K-5	Reading Resource/Reading Coach	Grade level teams will determine specific book study topics based on their SMART goals. (i.e., vocabulary across the curriculum, Rtl)	Bi - Weekly PLC meeting	PLC logs/ Group Discussion/Feedback Shared at PSLT	Administrative Team/PSLT/Reading resource/Reading Coach
Common Core	Grades K-5	Reading Coach	All teachers school wide	Faculty Meetings	Monitoring lesson plans and observations	Principal and Administrative Team
ELL-Book Study Classroom Instruction That Works With ELL's	Grades K-5 9 Strategies that increase ELL student performance	ERT	Interested Teachers	Weekly	Group Discussion/Feedback Shared at PSLT	Debra Mueller/Administrative Team/PSLT

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End of Reading Goals

PART II: EXPECTED IMPROVEMENTS

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1 - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - The need for more intervention time so that students have additional practice and can accomplish the objective. - Teachers at varying understanding of the intent of the CCSS	1.1. <u>Strategy</u> Students' math achievement improves through the use of technology and hands-on activities to implement the Common Core State Standards. Action Steps <u>Plan</u> <u>Planning/PLCs Before the Lesson</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Specifically, PLCs reflect on the following questions: --Does the assessment	1.1. <u>Who</u> -Principal -AP -Math resource -Members of the Math Committee -PSLT <u>How</u> -PLC logs turned in and feedback provided through the PSLT Liaison. -PSLT will look at school-wide data. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. - Monthly meetings to discuss school-wide Math needs by the Math committee. - Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of	1.1 <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in their grade book. -Teachers use the grade book data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. - For each class, PLCs chart their overall progress towards the SMART Goal proficiency. -PLC Liaison will share the data with the Leadership	1.1. <u>2x per year</u> District Baseline and Mid-Year Testing End of Year Assessment <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
<u>Mathematics Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 48% to 53%.	<u>2012 Current Level of Performance:*</u> 48%	<u>2013 Expected Level of Performance:*</u> 53%					

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			<p><i>match the intended essential learning and learning targets?</i></p> <p><i>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</i></p> <p><i>--If using a rubric, have we come to consensus what each level of the rubric looks like?</i></p> <p><i>--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?</i></p> <p><i>--How will we involve the student in self-assessment and monitoring?</i></p> <p><i>--How will we collect and track end-of-unit assessment data in order to evaluate student growth?</i></p> <p><i>-PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.)</i></p> <p><i>-As a Professional Development activity in their PLCs, teachers plan for Differentiated</i></p>	<p>strategy implementation</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	<p>Team.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <ol style="list-style-type: none"> 1. How are we using data to inform our instruction? 2. What barriers to implementation are we facing and how will we address them? 3. To what degree are we making progress towards our SMART goal? 4. Are there skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students? 7. How do we report and share our results with the Leadership Team? <p>-Data is used to identify effective activities in future lessons.</p> <p>-Monitoring of Tier 2 and Tier 3 students will occur.</p> <p><u>Leadership Team Level</u></p> <p>-PLC Liaison shares data with the Problem Solving Leadership Team.</p> <p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for</p>
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			<p>Instruction using data from previous assessments to guide student groupings.</p> <p>Do/Check <u>Teachers in the Classroom</u> -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers bring assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. -Based on the data, teachers discuss Differentiated Instruction strategies that were effective. -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 for the entire class and c) decide what skills need to be re-taught to targeted students. -PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills.</p>	<p>teachers. -Monitoring of Tier 2 and Tier 3 students will occur.</p> <p><u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u></p>	
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			<p>-PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson.</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning.</p> <p><u>Whole Faculty</u></p> <p>-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective DI strategies.</p>			
		<p>1.2. Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>1.2. <u>Strategy/Task</u></p> <p>Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promote thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u></p> <p><u>Within PLCs</u></p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and</p>	<p>1.2. <u>Who</u></p> <p>-Principal</p> <p>-Math Resource Teacher</p> <p><u>How Monitored</u></p> <p>-PLCS turn their logs into administration after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their Logs.</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.2. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends</p>	<p>1.2. <u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>End of Year Assessment</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>

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		<p>activities to meet the differentiated needs of students. -Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i><u>In the classroom</u></i> <u>During the lessons,</u> <u>teachers:</u> -Ask questions and/or provides activities that require students to engage in frequent higher order thinking. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers.</p> <p><u>During the lessons,</u> <u>students:</u> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p>			
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			-The resource teacher/PLC member/administrator collects higher order questioning walk-through data. -Monthly, school leaders conduct one-on-one data chats at PLC's.			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goals 1,3,4			
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 18% to 20%.	18%	20%				
		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
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning.	3.1. Strategy Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for units of instruction, teachers focus	3.1. Who -Principal -AP -Math Resource -PLC facilitators How PLC's turn their logs into administration and/or math resource teacher -PLCs receive feedback	3.1. School has a system for PLC's to record and report during-the-grading period SMART goal outcomes to administration, math resource teacher, and/or leadership team.	3.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>End of Year Assessment</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, end of unit)
<u>Mathematics Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Points earned from students in the bottom quartile making Learning gains on the 2013 FCAT Math will increase from 83 points to 85 points.	83 points	85 points				

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			as needed.	<p>on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p>Actions/Details -This year, PLC's will administer common end-of-chapter assessments. -Grade level PLCs use Plan-Do-Check-Act and discussions are summarized in PLC logs. -Additional action steps for this strategy are outlined on grade level area PLC action plans.</p>	<p>on their logs.</p> <ul style="list-style-type: none"> -Administrators and math resource attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. 		
			<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p>Actions/Details Within PLC's Before Instruction and During Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instructional groupings and activities for the delivery of</p>	<p>3.2. Who -Principal -AP -Math resource -PLC facilitators</p> <p>How -PLC logs turned into administration, and/or Math Resource teacher (MRT). -PLCS turn their logs into administration and/or MRT after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend</p>	<p>3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLC's reflect on lesson outcomes and data used to drive future instruction.</p>	<p>3.2. 2x per year District Baseline and Mid-Year Testing End of the Year Assessment</p> <p>During the Grading Period Common assessments (pre, post, mid, end of unit)</p>

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			<p>new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Identify students who need re-teaching/interventions and how that instruction will be provided.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>	<p>targeted PLC meetings.</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>- For each class, PLCs <u>Leadership Team Level</u></p> <p>-PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
		3.3.	3.3.	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		4.1.	4.1.	4.1.	4.1.	4.1.	
<p>Mathematics Goal #4:</p> <p>In grades 3-5, the percentage of students in the bottom quartile on the 2013 FCAT Math will increase from 83 points to 85 points</p>	<p>2012 Current Level of Performance:*</p> <p>83 points</p>	<p>2013 Expected Level of Performance:*</p> <p>85 points</p>	<p>-Scheduling time for the principal/teachers to meet with the Math Resource teacher (MRT) on a regular basis.</p> <p>-Teachers’ willingness to accept support from the coach.</p>	<p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Students’ math achievement improves through teachers’ collaboration with the Math Resource teacher in all content areas.</p> <p><u>Actions/Details</u></p> <p><i>Academic Coach</i></p>	<p>Who and how will the fidelity be monitored?</p> <p>Administration</p> <p><u>How</u></p> <p>-Administrative walk-throughs of MRT working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>-Tracking of MRT participation in PLCs.</p> <p>-Tracking of MRT’s interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs.</p>	<p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>End of Year Assessment</p> <p>EasyCBM</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, end of unit)</p>

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				<p>-The MRT and administration conduct one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The MRT rotates through all grade level PLCs to:</p> <p>--Facilitate lesson planning that embeds rigorous tasks</p> <p>--Facilitate the development and selection of higher-order, text-dependent questions/activities</p> <p>-Facilitate the identification, selection and development of rigorous core curriculum common assessments.</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the MRT and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-Throughout the school year, MRT/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and</i></p>			
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				<p>MRT</p> <p>-The MRT meets with the principal to map out a summary plan of action for the school year.</p> <p>-MRT meets with the principal monthly to:</p> <p>--Review work accomplished and</p> <p>--Develop a detailed plan of action for the next month</p>			
			<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>-Progress monitoring data collected by the ELP teacher 2x monthly and communicated back to the regular classroom teacher.</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the plans and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2.</p> <p>Curriculum Based Measurement (EASY CBM)</p> <p>Progress monitoring through assessments</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:	Anticipated Barrier		Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.</p> <p><u>Math Goal #5:</u></p>											
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.				
<p><u>Reading Goal #5A:</u></p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _43_% to _49_%.</p>	<table border="1"> <tr> <td><u>2012 Current Level of Performance:</u></td> <td><u>2013 Expected Level of Performance:</u></td> </tr> <tr> <td>White: Y Black: 43% Hispanic: 43% Asian: NA American Indian: NA</td> <td>White: Y Black: 49% Hispanic:49% Asian: NA American Indian: NA</td> </tr> </table>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>	White: Y Black: 43% Hispanic: 43% Asian: NA American Indian: NA	White: Y Black: 49% Hispanic:49% Asian: NA American Indian: NA	<p>See goals 1, 3 & 4</p>	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>										
White: Y Black: 43% Hispanic: 43% Asian: NA American Indian: NA	White: Y Black: 49% Hispanic:49% Asian: NA American Indian: NA										
<p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _43%_% to _49_%.</p>		5A.3.	5A.3.	5A.3.	5A.3.	5A.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	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>5B. Economically Disadvantaged students not making satisfactory</p>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.				

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progress in mathematics.			See Goals 1, 3, 4			
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>43%</u> to <u>49%</u> .	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	43%	49%				
			5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.
			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?
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 -Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.	5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.1 Who -School based Administrators -ESOL Resource Teacher How -Administrative and ERT walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.1 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>35%</u> to <u>42%</u> .	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	35%	42%				
			5C.2.	5C.2.	5C.2.	5C.2.
			-Improving the proficiency of ELL students in our student is of high priority. -Some of the math teachers	ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's on-line	-School based Administrators -ESOL Resource Teacher	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future
						5C.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Common assessments (pre, post, mid, end of unit)
						5C.2 <u>2x per year</u> District Baseline and Mid-Year

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		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 A+ Rise is not consistent across core courses.	program A+Rise located on IDEAS under Programs for ELL. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons. - ERT models lessons using A+ Rise Strategies for ELLs. - ERT observes content area teachers using A+Rise and provides feedback, coaching and support.	How -Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.	instruction. -Teachers use collected 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. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data. - PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)	Testing <u>Semester Exams</u> <u>During the Grading Period</u> -Core curriculum end unit tests with data aggregated for ELL performance
		5C.3	5C.3	5C.3	5C.3	5C.3
		5C.4	5C.4	5C.4	5C.4	5C.4
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>	NA	NA	NA	NA	NA
	Y						
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3			

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Specific book study associated w/Math	Interested teachers K-5	Team Leaders Math Coach USF Partnership Liaison	Interested Math teachers	PLC meetings or another designated time	PLC logs	Principal and administrative team
PLC's	Grades K-5	PLC Grade	All teachers school wide	Bi -Weekly PLC meeting.	PLC Logs	Principal and Administrative Team

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		Level Facilitators				
Problem Solving	Grades K-5	District Training	Interested Math teachers	Faculty Meeting or District Training	Lesson plans and Classroom Walk-Through	Administration Math Coach
Making Math Connections	Grades K-5	District Training	Interested Math teachers	Faculty Meeting or District Training	Lesson plans and Classroom Walk-Through	Administration Math Coach
Common Core	Grades K-5	Reading Coach	All teachers school wide	Faculty Meetings	Monitoring lesson plans and observations	Principal and Administrative Team
Math Norms	Grade K-5	District Training	Interested Math teachers	Faculty Meetings, PLC and District Training	Classroom Walk-Through	Principal and Administrative Team
FL Standards/CPALMS	Grade K-5	Michael Green	All Instructional	Faculty Meeting-Oct. 30	Classroom Walk-Through	Principal/Math Resource Teacher

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	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1A.1. -Time to analyze data together and determine plans for instruction. - There is not enough time to prepare for all of the instruction needed throughout the school day. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - Teachers are at varying skill levels of long-term investigations. - Lack of prior knowledge and understanding of content.	1A.1. <u>Strategy</u> The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills. <u>Action Steps</u> Plan <i>Planning/PLCs Before the Lesson</i> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction.	1A.1. <u>Who</u> -Principal -AP -Members of the Science Committee <u>How</u> -PLC logs turned in and feedback provided through the PSLT Liaison. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -Monthly discussion by the science	1A.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Students' Science notebooks are used to monitor progress. -Teachers use collected data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the	1A.1 <u>2x per year</u> District-level baseline and mid-year tests End of Year assessment <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT Science will increase from 52% to 53%.	2012 Current Level of Performance:* 52%	2013 Expected Level of Performance:* 53%					

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				<p>PLCs answer the question, "What do we want students to learn?"</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" Specifically, PLCs reflect on the following questions:</p> <p>--Does the assessment match the intended essential learning and learning targets)</p> <p>--Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</p> <p>--If using a rubric, have we come to consensus what each level of the rubric looks like?</p> <p>--How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated?</p> <p>--How will we involve the student in self-assessment and monitoring?</p> <p>--How will we collect and track end-of-unit assessment data in order to evaluate student growth?</p> <p>-PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>-As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</p>	<p>committee regarding our needs</p>	<p>SMART goal data across all classes.</p> <p>-For each class, PLCs chart their overall progress towards the SMART Goal.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <ol style="list-style-type: none"> 1. How are we using data to inform our instruction? 2. What barriers to implementation are we facing and how will we address them? 3. To what degree are we making progress towards our SMART goal? 4. Are there skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students? 7. How do we report and share our results with the Leadership Team? <p>-Data is used to identify effective activities in future lessons.</p> <p><u>Leadership Team Level</u></p> <p>-PLC Liaison shares data with the Problem Solving Leadership Team.</p> <p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-PSLT uses data to evaluate the</p>	
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				<p>Do/Check <u>Teachers in the Classroom</u> -PLC teachers instruct students using the core curriculum, incorporating effective strategies and differentiated instruction activities discussed at their PLC meetings. -At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers bring assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. -Based on the data, teachers discuss Differentiated Instruction strategies that were effective. -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 for the entire class and c) decide what skills need to re-taught to targeted students. -PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning.</p> <p><u>Whole Faculty</u> -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM and DI strategies.</p>	effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	
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		<p>1A.2. -Time to analyze data together and determine plans for instruction. - There is not enough time to prepare for all of the instruction needed throughout the school day. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - Teachers are at varying skill levels of long term investigations.</p>	<p>1A.2. The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through participation in lessons designed around the 5E lesson plan model.</p> <p>Action Steps -Teachers will attend district science training and share 5 E lesson plan model information with their PLCs. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Lesson Plans. -PLC teachers instruct students using the 5 E Lesson Plans. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans. -Based on data, PLCs use the problem-solving process to determine next steps of 5E Lesson planning. -PLCs record their work in the PLC logs.</p>	<p>1A.2 <u>Who</u> -Principal -AP -Members of the Science Committee</p> <p><u>How</u> -PLC logs turned in and feedback provided through the PSLT Liaison. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -monthly discussion by the science committee regarding our needs</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Students' Science notebooks are used to monitor progress. -Teachers use collected data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal.</p> <p>PLC Level Using the individual teacher data, PLCs calculate the SMART goal data across all classes. - For each class, PLCs chart their overall progress towards the SMART Goal. -PLCs discuss how to report and share the data with the Leadership Team. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address them?</i> <i>3. To what degree are we making progress towards our SMART goal?</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p>	<p>1.2. <u>2x per year</u> District-level baseline and mid-year tests End of Year assessment</p> <p><u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>
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					<p>6. Are there skills that need to be re-taught to targeted students?</p> <p>7. How do we report and share our results with the Leadership Team?</p> <p>-Data is used to identify effective activities in future lessons.</p> <p><u>Leadership Team Level</u> -PLC Liaison shares data with the Problem Solving Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student progress. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	
			1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 Strategy Students’ comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the close reading model (appropriately placed within	2.1 Who Principal AP Science Committee members Reading Coach Reading Resource Team How Monitored Administration walk-	Science Committee meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year assessments <u>During the Grading Period</u> -mini-assessments -unit assessments
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 15% to 17%.	<u>2012 Current Level of Performance:*</u> 15%	<u>2013 Expected Level of Performance:*</u> 17%				

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			<p>the 5E instructional model) using their textbooks or other appropriate high Lexile, complex supplemental texts.</p> <p>Action Steps</p> <p>Professional Development</p> <ul style="list-style-type: none"> -The Reading Coach along with the science contacts conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends PLCs to co-plan with teachers, developing lessons using the close reading model. -Teachers attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. <p>In PLCs</p> <ul style="list-style-type: none"> -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous 	<p>throughs</p> <ul style="list-style-type: none"> -PLC logs turned into administration. -Administration provides feedback. 	
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			<p>- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.</p> <p>During the lessons, teachers: -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of the text.</p> <p>During the lessons, students: -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.</p>			
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3

Science Professional Development

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC's	Grades K-5	PLC Grade Level Facilitators	All teachers school wide	Bi -Weekly PLC meeting.	PLC Logs	Administrative Team
5 E's in Science	Grades K-5	Science Contact	All Science Teachers	Offered on Site	Lesson Plans Walk-Throughs	Administrative Team
Planning in Science	Grades K-5	Science Contact	All Science Teachers	Faculty Meeting	Lesson Plans Walk-Throughs	Administrative Team

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1 -Training opportunities have not been offered for teachers understanding regarding the FCAT Writing Assessment and Scoring Rubric. -Teachers new to Language Arts may not have FCAT Writing training -Teachers and students require support for on-going monitoring of progress in writing skills.	1.1 Strategy – Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods. Action Steps -PLC’s will write SMART goals based on baseline data and adjust monthly as new	1.1 <u>Who</u> Principal AP School Writing contacts Writing Committee <u>How Monitored</u> -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers’ lesson plans seen during	1.1 PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. 4 th grade to attend district writing review per District Writing department request. PLCs - Review of monthly formative writing assessments	1.1 Student monthly demand writes, student daily drafts, conferencing note including student revisions. -Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. - Student portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 90% to 91%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	90%	91%					

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				<p>writing data comes in.</p> <p>Plan:</p> <ul style="list-style-type: none"> -As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings. -As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs. - PLC will be trained to look at monthly demand writes data and plan for interventions. - Lesson planning based on needs of the students. vertical planning meetings for instructional alignment in writing <p>Do:</p> <ul style="list-style-type: none"> -Teachers implement the ideas based on specific student needs. - Daily writing instruction modeling mode, craft and elaboration strategies. - Daily conferencing. <p>Check:</p> <ul style="list-style-type: none"> -PLCs review Grading Period data, set a new goal for the following Grading Period. -In PLC discussions teachers draw to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors. 	<p>administration walk-throughs.</p> <ul style="list-style-type: none"> - writing committee will discuss our school's needs during monthly meeting. 	<p>to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 3.0 or above on the monthly writing prompt.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends in growth and decline. PSLT will develop strategies to support students who show lack of progress.</p>	
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				<p>-Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>Act: - Plan for ongoing progress monitoring. - ELP for Intervention strategies for students not meeting benchmarks.</p>			
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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Rubric Training	2 nd – 5 th grade teachers	District trainer	All teachers 2 nd -5 th	By December 2012	Writing scores	Administration
PLC's to discuss writing needs at their grade level	Grades K-5	PLC Grade Level Facilitators	All teachers school wide	Bi -Weekly PLC meeting.	PLC Logs	Administrative Team
Vertical Planning	Grades K- 5	Grade level team leaders	2 grade levels	Monthly meetings	Logs	Administrative Team
Common Core	Grades K-5	Reading Coach	All teachers school wide	Faculty Meetings	Monitoring lesson plans and observations	Principal and Administrative Team

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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	1.1	1.1	1.1	1.1
Attendance Goal #1: 1. The attendance rate will increase from 94% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 106 to 95 in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Communication is difficult between the school and parents due to a lack of resources in the home.	School Social Worker will maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) These students will be discussed during MTSS/PSLT meetings. <u>Letters are sent out at the beginning of the year to all families that attendance was a concern during the 2010-2011 school year.</u>	Social Worker Guidance Committee MTSS/PSLT <u>1st Nine Weeks:</u> Emerging	Social worker will collaborate with teachers to discuss students showing a pattern of poor attendance during PLC meetings. <u>1st Nine Weeks:</u> Emerging	Instructional Planning Tool: Attendance/Tardy data
	94%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	106	95					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					

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<p>3. The number of students who have 10 or more tardies throughout the school year will decrease from 33 to 29 in 2012-2013.</p>	<p>33</p>	<p>29</p>		<p>Tier 1 - All teachers contact parents after the third unexcused absence. Teachers are given a script to follow for making the phone call. Teachers record documentation of contact (to be used for an Attendance Referral if needed).</p>			
			<p>1.2 There is not a system to reinforce parents for facilitating improvement in attendance. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p>	<p>1.2 Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to assure that a letter is sent home to parents outlining the state statute that requires parents to send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance. -When a student reaches 5 days of unexcused absences, guidance counselors or other identified staff contacts the parents via the phone and records documentation on the Attendance Intervention form (SB90717). Tier 2/3 When a student reaches 6-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified staff will investigate the reason for the absences and may notify the parents and guardians via mail that future</p>	<p>1.2 Social Worker Guidance Counselor MTSS/PSLT</p>	<p>1.2 MTSS/PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children</p>	<p>1.2 Instructional Planning Tool Attendance/Tardy data</p>

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			absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.			

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
Positive Behavior Support	Grades K-5	PBS Coach	All Grade Levels	On Going	Monthly Data Reviews with Support from PBS Coach. MTSS/PSLT will review the attendance and behavior data from SWISS on a bi-monthly basis, providing mentoring to students, and establishing ongoing contact with parents.	Administrative Team
EdLine	Grades K-5	AP	As Needed	September	Random Check of EdLine postings	AP
Attendance Improvement Training	K-12	District Supervisor of	School Wide	September or when available	Monthly review of implementation of strategies such as attendance	AP, Principal

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		Attendance			interventions and documentation on applicable forms by attendance team.	
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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Suspension			1.1	1.1	1.1	1.1	1.1	
Suspension Goal #1: The total number of in-school suspensions will decrease from 4 in 2011-2012 to 3 in 2012- 2013.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Teachers not using the system for school-wide expectations and rules when addressing appropriate classroom behavior.	Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	PBS Support Team Behavior support person 1 st Nine Week: Emerging	PBS Support Team will review data on Office Discipline Referrals ODRs and out of school suspensions monthly. MTSS/RTI team will assist with students requiring additional support 1 st Nine Week: Emerging	Crystal Report ODR and suspension data cross-referenced with mainframe discipline data Individual contracts & FBA Plans	
	4	3						
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School	Some students need more support than what the regular school-wide behavior offers	Tier 2 & 3: Individual student contracts established to improve behaviors.				Daily report of students that additional support
	3	2						
2. The total number of students receiving in-school suspension will decrease from 3 in 2011-2012 to 2 in 2012-2013.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions		Tier 3: FBA will be completed for these students				
	13	11						

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3. The total number of out-of-school suspensions will decrease from 13 in 2011-2012 to 11 in 2012-2013.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	13	11					
4. The total number of students receiving out-of-school suspension will decrease from 13 in 2011-2012 to 11 in 2012-2013.			1.3.	1.3.	1.3.	1.3.	1.2.
							1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	Grades K-5	PBS Coach And PBS Facilitator	All Grade Levels	On Going	Monthly Data Reviews with Support from PBS Coach. MTSS/PSLT will review the attendance and behavior data on a bi-monthly basis, providing mentoring to students, and establishing ongoing contact with parents.	Administrative Team

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Health and Fitness Goal		1.1 Some students don't like to do physical activities and do not put forth any effort	1.1 Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1 Principal	1.1 Classroom walk-throughs Class schedules	1.1 Classroom teachers document in their lesson plans the (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.	
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 66% on the Pretest to 76% on the Posttest.	2012 Current Level :* 66%	2013 Expected Level :* 76%	1.1 Some students have medical limitations that impact their physical activities				
			1.2. Health and physical activity initiatives developed and implemented by the school's P. E. Dept.	1.2. Health and physical activity initiatives developed and implemented by the school's P.E. dept.	1.2. Principal/P.E. Plans	1.2 Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	1.3. Physical Education Teacher	1.3. Lesson plans of Physical Education Teacher	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	1.3.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HCPEA Meetings	All/PE	Dean Schwartz	PE Coach	Once a month	PE Coaches meet with Principals or PSLT to share any pertinent information	Administration

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Area 3 PLC's	All/PE	Lou Mooney	PE Coach	Once a month	PE Coaches meet with Principals or PSLT to share any pertinent information	Administration

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1 -Parents do not read or see the monthly newsletter - Parents are busy and forget about presentations or can't make it -topics aren't ones they want -Some parents are not comfortable coming because of the language barrier	1.1 - offering a wide variety of presentations at various times so that parents can come. -involve the students more so that parents want to come -use translator devices during meetings with our Spanish speaking parents - our chat and chew presentations will be by the guidance team and offer support resources to parents	1.1 <u>Who</u> Administration Teachers Guidance Team PSLT Team <u>How</u> Look at data collected	1.1 - Parent surveys will be administered at various times throughout the year. Also, parents have the opportunity to provide feedback after all events. Parent input forms are always available.	1.1 Sign in sheets that will tell us which parents attend and how many students are impacted
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of parents who strongly agree with the indicator that "the school works with parents to promote the health and well-being of students (in the parenting section)" will increase from	43	58					

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43% in 2012 to 58% in 2013.		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

End of Additional Goal(s)

NEW Reading Florida Alternate Assessment Goals

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

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>48</u> % to <u>50</u> %.	2012 Current Percent of Students Proficient in Listening/Speaking: 48 %		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>25</u> % to <u>27</u> %.	<u>2012 Current Percent of Students Proficient in Reading :</u> 25%		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
		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
E. Students scoring proficient in Writing.		2.1.	2.	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 <u>22</u> % to <u>24</u> %.	<u>2012 Current Percent of Students Proficient in Writing :</u> 22%		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and			

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			5C.4			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA				
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>		NA			
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
	1.1. - Need for vertical and team planning times to plan for units of study. - More time is needed for planning for problem-based learning. - Teachers will need additional training on using this mode of teaching and learning.	1.1. - Work with the University of South Florida professors/partners to plan and implement science inquiry with teachers. - Inquiry Mondays cross grade levels to allow students to work with science and math through exploration. - Use of STEM resources from district level to implement lessons - PLC's to review outcomes from lessons and plan for new units.	1.1. -PLC's at each grade level	1.1. - Administrative walk-throughs.	1.1. -Use of inquiry or interactive notebooks to monitor student growth.

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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry based learning	K-5	Science Committee Leaders/District Resource Teacher	School-wide	On going	Administration	Administrative walk-throughs

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>CTE Goal #1:</p> <p>Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 6 in 2012-2013.</p>	<p>-Access to speakers may be impeded by the school schedule.</p> <p>-Availability of Speakers may not coincide with teachers' schedules.</p>	<p>1.1. Implement a program that invites speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.</p> <p>Utilize the SERVE agency to garner speakers for CTE.</p>	<p>1.1. -Principal -AP -Guidance Counselor -Great American Teach-In Committee Leaders</p>	<p>1.1. The GAT Committee Leaders will meet with the guidance counselor and principal to discuss the overall success and impact of the Great American Teach-In.</p> <p>The guidance counselor and Principal will meet each quarter to discuss data and develop next steps.</p>	<p>1.1. Track the number of guest speakers by keeping a log of guests who visit the school.</p> <p>Log number of CTE events and the number of students who attend.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE 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
Availability of career coursework at Magnet and choice schools.	5th	Middle Schools	Guidance Counselor and/or Teacher Representative	January	Log of events and attendance	Assistant Principal and Guidance Counselor
SERVE Presentation	K-5	District	Teachers	October 2012	Log of events and attendance	Assistant Principal and Guidance Counselor

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
Attendance Goal 1.1	Purchase incentives for students to encourage higher attendance rates.	\$300.00	
Reading/Math Goal 4.1	Purchase of EasyCBM Progress monitoring tool to supplement the District Allocation of funds for students not covered by the district allocation of funds.	\$200.00	
Final Amount Spent			