Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Alafia Elementary	District Name: Hillsborough County
Principal: Lisa Tierney-Jackson	Superintendent: Mary Ellen. Elia
SAC Chair: Elizabeth Pletcher	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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Lisa Tierney-Jackson	Bachelor of Science/ Masters in Educational Leadership/ Gifted k-12 School Principal all levels	3.5	10	11-12 Alafia - A 10-11 Alafia – A – 95% AYP FCAT Reading Proficiency – 89% Learning Gains – 74% Lowest 25% - 52% 09/10 Alafia –A-100% AYP 08/09 Alafia – A- 100% AYP 08/09 Cypress Creek – A -95% AYP 07/08 Cypress Creek – C – 79%AYP

Assistant Principal	Teresa McGinnis	Bachelor of Science Elementary Education ESOL Specific Learning Disabilities Masters in Educational Leadership	2.5	2.5	11-12 Alafia - A 10-11 Alafia – A – 95% AYP FCAT Reading Proficiency – 89% Learning Gains – 74% Lowest 25% - 52% 09/10 Alafia – A- 100% AYP 09/10 Bing – A 85% AYP 08/09 Bing – B 90% AYP 07/08 Bing – A 82% AYP

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage 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	Patricia Eckles	Bachelor of Science in Primary Education ESOL	3	5	11/12 Alafia - A 10/11 Alafia – A -95% AYP 09/10 Alafia – A – 100% AYP 08/09 Corr – A- 100% AYP 07/08 Apollo Beach – A- AYP - No

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. Opportunities for teacher leadership	Principal	Ongoing	
5. Regular Time for teacher collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**

3 out of field/ all are highly qualified	PLC Facilitators ● The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all Teachers are completing courses needed for additional certification in areas out of field

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
(48)	6% (3)	13% (6)	47% (22)	36% (17)	36% (17)	100% (47)	(0)	4% (2)	57% (27)

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
Tamara Craddock	Jerry Turner – First 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 assess ments, conferen cing and problem solving
Tamara Craddock	Amber Tipton – First 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 assess ments, conferen cing and problem solving

Tamara Craddock	Heather Beery – First 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 assess ments, conferen cing and problem solving

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Principal

Assistant Principal for Curriculum

Guidance Counselor

School Psychologist

Social Worker

Reading Coach

Media Specialist

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership team meets weekly. Specific responsibilities include:

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

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

Elementary

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

- Develop and target interventions based on confirmed hypotheses.
- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

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.

Elementary

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 tests	School Generated Excel Database	Reading Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability (Reading, Math, Science Forms A,B,C; Monthly Demand Writings)	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level (Reading, Math, Science beginning of year and end of year assessments; along with subject specific district data point assessments given throughout school year)	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers

FAIR	Progress Monitoring and Reporting Network PLC Logs	Reading Coach//AP/PLC Facilitators
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. (PLC's will monitor ELL students in grade levels)	PLC Logs	Individual Teachers/ Team Leaders/ PLC Facilitators/ PSLT
DRA-2	PLC Logs Hard copies of DRA 2	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team//PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (monitor progress through running records)	School Generated Database in Excel	Leadership Team/ APEI

Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

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

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. Our area RtI Facilitator will be invited to train our staff on MTSS in September of 2012 at a faculty meeting.

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

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

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

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

- Principal
- Assistant Principal for Curriculum (Our AP is the facilitator and chairperson of these meetings)
- Reading Coach
- Reading Teachers
- Media Specialist

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

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

The Assistant Principal is the LLT chairperson and reports progress and initiatives to the principal. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions to the PSLT that advises the LLT.

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

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

The major initiatives of the LLT in conjunction with

support from the PSLT are:

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development with a goal of increasing rigor in the classroom through close technique in reading and independent conferencing
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan
- Developing student incentives/celebrations for independent and group reading successes

NCLB Public School Choice

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 this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers -Materials needed that support rigor and offer complex text	1.1. **Common Core Reading Strategy Across all Content Areas** 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. Teachers will progress monitor using a variety of strategies such as running records, DRA's, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1,	1.1 . Who -*Principal* -*AP* -Instruction Coach -PLC facilitators How -PLC Logs - FAIR Data from Ap1, Ap2, and Ap3 - Data from district formative assessments A, B, and C -PLCS turn their logs into administration Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings/read in PLC Logs with PLC Facilitators and PSLT	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator shares SMART Goal data with the Leadership Team. through PLC :Logs -Data is used to drive teacher support and student supplemental instruction. Teachers will progress monitor using a variety of strategies such as running records, chapter	1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks) Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.		

		2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor. **Action Steps** Action steps for this strategy will be outlined on grade level/content area PLC action plans. Provide Wordly Wise materials for grades 4 & $	- Administrative walk-throughs Teachers will progress monitor using a variety of strategies such us running records, chapter tests, DRA's & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.	tests, DRA's & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.			
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 79% to 82%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	79%	**82%**					

		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	1.2. Common Core Reading Strategy Across all Content Areas 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 (Webb's, Bloom, Costas). 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 text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation.	1.2. Who -Principal -AP -Instruction Coach PLC Facilitators How -PLC Logs -PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction.	1.2. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks) Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.	

			Action Steps Action steps for this strategy are outlined on grade level PLC logs. Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.				
					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 reading.	2.1.	2.1. SEE GOALS 1, 3, AND 4	2.1.	2.1.	2.1.		
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 49% to 52%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49%	**52%**					
		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 leaning. To address this barrier, this year PLCs are being trained using a "plan, do, check, act" model for PLC logs/ discussions	3.1. **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?	3.1. Who -Principal -AP -Instruction Coach -Subject Area Leaders -PLC facilitators How PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with PLC Facilitator	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration.	3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit) Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.		

		Actions/Details -Grade level/ like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans. Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The					

		PSLT will use this data shared to also progress monitor.					
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 72 points to 75 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72 Points	**75 Points**					
		3.3.	3.3.	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. Scheduling time for administration to meet with the reading coach on a regular basis	4.1. Strategy across all content areas Strategy/Task Student achievement improves through teachers' collaboration with the reading coach **Actions/Details** -The reading coach and administration conducts - data chats with individual teachers using the teacher's student past and/or present data each grading period Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A,	4.1. Who Administration How- -Review of PLC Logs -Review of data -Administrative walk-throughs of coach working with teachers (either in classrooms, PLCs or planning sessions)	4.1. Administrators & reading Coach meetings to review PLC logs/data and discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Teachers will progress monitor using a variety of strategies such as DRA's running records, chapter tests, & literacy notebooks. This will be in addition to FAIR AP1, 2 & 3 as well as the district reading formative assessments A, B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.		

		B and C. The teachers will use data collected for PLC discussions, quarterly data chats with administration and members of the PSLT. The PSLT will use this data shared to also progress monitor.					

Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69 points to 71 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	69 Points	**71 Points**					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. White: Black: Hispanic: Asian: American Indian: See Goals 1,3.&4	5A.1.	5A.1.	5A.1.	5A.1.		

Reading Goal #5A: . The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from _85__% to __86%__%.___ The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from _61__% to __62__%.___ The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from _66__% to _69__%.___	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White:85% Black:61% Hispanic:66% Asian: N/A American Indian:N/A	White:86% Black:62% Hispanic:69% Asian: N/A American Indian:N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/ Reading will increase from _61_% to __63__%. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	61%	**63%**					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	–	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the PSLT will put a system in place for this school year through PLC's and collaboration between ESE teachers and Regular education teachers.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons. - The school will implement other models of delivery	5D.1. Who Principal, Assistance Principal ESE Teachers How PLC Logs Master Schedule	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the 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.	5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance		

		of instruction for ESE students (such as Support Facilitation model)					
Reading Goal #5D: The percentage of SWD students scoring proficient/ satisfactory on the 2013 FCAT/ Reading will increase from _31_% to __38__%. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31%	**38%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Complex Text	k-5	Reading Coach & Subject Area Leader	All teachers	8/15/12 On-going	Classroom observations	Administration Reading Coach
Daily 5	k-5	Reading Coach	All teachers	9/11/12 On-going	Classroom observations	Administration Reading Coach
Independent Conferencing in Reading	k-5	Reading Coach	All teachers	11/26/12 On-going	Classroom observations	Administration Reading Coach
Differentiated Instruction	K-5	Reading Coach & Subject Area Leader	All teachers	8/15/12 On-going	Classroom observations	Administration Reading Coach
Awareness and Transitioning/Shifts in the CCSS	K-5	Reading Coach & Subject Area Leader	All teachers	8/15/12 – PSD and On-going	Classroom observations	Administration Reading Coach

Updates of Best Practices Reading and/or Data Analysis	K-5	Reading Coach, Reading Contact and/ or AP	All teachers	9/20/12 Ongoing	Classroom observations	Administration Reading Coach
FLKRS Updates	Kindergarten	Reading Coach	K – teachers	8/15/12	Classroom observations and/or PLC Logs	Administrative Team
EASY CBM	K-5	Reading Coach	All teachers	10/09/12	Classroom observations and/or PLC and RTI logs	Reading Coach Administration, RTI Team
RTI/PLC Update	K-5	District Trainer	All teachers	8/28/12	Classroom Observations and/or PLC and RTI logs	Reading Coach Administration, RTI Team, Reading Coach

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 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1 **Strategy** Students' math achievements improves through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1 Who - Principal -Assistant Prinicipal How Monitored -PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy.	1.1 PLCs will review unit assessments and chart/have a data chat about the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends. Data reviewed from district formatives A,B and C	1.1 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc from Go Math! Series)		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #1: **The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 71% to 73%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71%	**73%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. See Goals 1, 3 & 4	2.1.	2.1.	2.1.		
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 45% to 48%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45%	**48%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	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 and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?	3.1. Who -Principal -AP How PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration	3.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit) Teachers will monitor progress individually and in PLCs through chapter and unit tests as well as through District formative assessments – forms A, B and C. As well as the district mid-year assessment for mathematics. Information/data will be shared with PSLT and will also be shared at quarterly data chats.		

		Actions/Details -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/ generated prior to the teaching of the unit. -Grade level/ like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC logs Teachers will monitor progress individually and in PLCs through chapter and unit tests as well as through District formative					

		assessments – forms A, B and C. As well as the district mid-year assessment for mathematics. Information/data will be shared with PSLT and will also be shared at quarterly data chats.					
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 70 points to 73 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70 Points	**73 Points**					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3..3.	3.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. -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.	4.1 **Strategy/Task** Students' math achievement improves when teachers use on-going student data to differentiate instruction. **Actions/Details** Within PLCs Before Instruction and 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. -Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that	4.1. Who -Principal -AP How Classroom observations PLC Logs Quarterly data chats	4.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. - PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator/ Leader shares SMART Goal data with the Problem Solving Leadership Team.through PLC logs -Data is used to drive teacher support and student supplemental instruction.	4.1 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit) Teachers will monitor progress individually and in PLCs through chapter and unit tests as well as through District formative assessments – forms A, B and C. As well as the district mid-year assessment for mathematics. Information/data will be shared with PSLT and will also be shared at quarterly data chats.		

		instruction will be provided Teachers will monitor progress individually and in PLCs through chapter and unit tests as well as through District formative assessments – forms A, B and C. As well as the district mid-year assessment for mathematics. Information/data will be shared with PSLT and will also be shared at quarterly data chats.					

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 60 points to 65 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60 Points	**65 Points**					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. White: Black: Hispanic: Asian: American Indian: See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.	5A.1.		

Math Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/Math will increase from _79%__% to __80%__%.							
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from _39__% to ___45_%.							
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from _60__% to __64__%.							

	White:79% Black: 39% Hispanic: 60% Asian: N/A American Indian: N/A	White: 80% Black: 45% Hispanic: 64% Asian: N/A American Indian: N/A					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		

Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 50% to 55 %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%	**55%**					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the PSLT will put a system in place for this school year through PLC's and collaboration between ESE teachers and Regular education teachers.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons. _ The school will implement other models of delivery	5D.1. Who Principal, Assistance Principal ESE Teachers How PLC Logs Master Schedule Administrative Walk-throughs	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the 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.	5D.1. During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance		

		of instruction for ESE students (such as Support Facilitation model)					
Mathematics Goal #5D: The percentage of Students with Disabilities scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 31__% to __38__%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31%	**38%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	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
SWD Support Facilitation/ Team Teaching/co-teaching	5	ESE and General Ed Teachers of Math	ESE and General Ed Teachers of Math	On-going	Classroom observations PLC Logs	Administrative Team/PSLT
Best Practices in Math/ Differentiated instruction/ GCG training	k-5	Area district trainer of Math	All teachers	10/30/12 On-going	Case Manager Classroom observations PLC Logs	Administrative Team/PSLT
Updates Best Practices and/or Data Analysis	k-5	Subject Area Leader, Math Contact, & AP	All Teachers	9/7/12 Ongoing	Classroom observations PLC Logs	Administrative Team/PSLT
CCSS Collaboration Support	1st	Gifted Teacher & 1st grade of Math	Gifted and 1st Grade Teachers of Math	10/1/12 Ongoing	Classroom observations PLC Logs	Administrative Team/PSLT
EASY CBM	K-5	Reading Coach	All teachers	10/09/12	Classroom observations and/or PLC and RTI logs	Administrative Team, RTI Team
RTI/PLC Update	K-5	District Trainer	All teachers	8/28/12	Classroom Observations and/or PLC and RTI logs	Administrative Team, RTI Team
Updates of Best Practices Math and/ or Data Analysis	K-5	Math Contact or Subject Area Leader and/or AP	All teachers	9/07/12 Ongoing	Classroom observations and/or PLC Logs	Administrative Team

End of Mathematics Goal

Elementary and Middle School Science Goals

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

1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1 **Strategy** Students' science skills will improve through participation in the 5E instructional model. **Action Steps** District Trainer will train teachers on current best practices in Science instruction.in Fall (5 Levels of Inquiry) -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional	1.1 Who Principal AP How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, from National Geographic series)		

		Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -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 to drive future instruction.					

Science Goal #1: The percentage of students scoring Level 3 or higher on the 2013 FCAT Science will increase from 67% to 70%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67%	**70%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	2.1 **Strategy** Students' science skills will improve through participation in the 5E instructional model. **Action Steps** District Trainer will train teachers on current best practices in Science instruction.in Fall (5 Levels of Inquiry) -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional	2.1 Who Principal AP How Monitored -Classroom walk-throughs observing this strategy.	2.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2.1 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.) Teachers monitor progress individually and in PLCs through chapter and unit assessments and interactive science notebooks, as well as district beginning of the year and mid-year assessments. They share this data with PSLT and at quarterly data chats.		

		Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -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 to drive future instruction. Teachers monitor progress individually and in PLCs through chapter and unit					

		assessments and interactive science notebooks, as well as district beginning of the year and mid-year assessments. They share this data with PSLT and at quarterly data chats.					
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 31% to 35%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	31%	**35%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional

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

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

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
Best Practices in Science Training	k-5	District Area Science Resource Leader	All teachers	11/27/12 On-going support	Classroom observations PLC Logs	Administrative Team/PSLT
Updates of Best Practices Science and/or Data Analysis	K-5	Science Contact, Subject Area Leader and/or AP	All teachers	9/20/12 Ongoing	Classroom observations and/or PLC Logs	Administrative Team

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem-Solving Process to Increase Student						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	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. - Time for teachers to score papers and collaborate regularly as well as attain information to be shared from writing contact teacher as well as to take the online moodle FCAT 2.0 scoring training .-Continued shift in demographics based on economic trends.	1.1. Strategy Tier 1 The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through teachers using the core continuous improvement model. School will implement embedded writing assessments in the core curriculum in monthly/ ongoing writing assessments to monitor student progress. There will be a continued focus on promoting quality and control in student writing Action Steps 1. As a profes sional	1.1. Who Principal Assistant Principal PLC Leaders How -PLC logs turned into administration. Administration provides feedback. -Classroom walkthroughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and students engagement and reflection.; and independent student conferencing -Evidence of strategy in teachers' lesson plans.	1.1. PLCs – review of monthly formative assessments to determine number and percent of students scoring proficiently as determined by assessment rubric and use of anchor papers PLC facilitator will share data with the Problem Solving Leadership Team.	1.1. 2-3x Per Year -Review of monthly formative writing assessments to determine number and percent of students scoring proficiently as determined by the assignment rubric. During Nine Weeks -Monthly demand writes. -Student portfolios -Embedded writing assessments from the core curriculum.		

		developme nt activity, PLC's participate in discussions that share PLC data trends in best practice instruction strategies. 2. Teachers and students will maintain writing portfolios to demonstra te student engagem ent in all stages of the writing process.					

Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 89% to 92%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	89%	**92%**					

		2.1 . -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**2.1** **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) ***Plan:*** -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on	2.1 Who Principal AP District (Writing Team, Supervisors, , and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form)	2.1 See "Check" & "Act" action steps in the strategies column Grade level teachers, PLC's, and PSLT will monitor progress and plan for remediation/ or struggling students	2.1 Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios	

			the needs of students ***Do:*** -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing ***Check:*** Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again,				

			revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)				
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Updates of Best Practices Writing and/ or Data Analysis	K-5	Writing Contact, Subject Area Leader and/or AP	All teachers	9/18/12	Classroom observations and/or PLC Logs	Administrative Team

	2-5th	District Trainers	2nd through 5th grade writing teachers	9/18/12	Classroom observations and/or PLC Logs	Administrative Tam
MOODLE Course Offered for FCAT 2.0 Writing/Scoring Collaboration and support facil./SWD and Gen Ed	3rd Class	Gen-Ed and ESE Teacher	Gen-Ed and ESE Teacher	11/5/12	Classroom observations and/or PLC Logs	Administrative Team

End of Writing Goals

Attendance Goal(s)

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

1. Attendance	1.1. -Most students with significant unexcused absences and/or days tardy have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance. -Lack of staff to focus on attendance.	1.1. -Administration will consult with staff with appropriate reports when necessary to discuss targeted students. -The PSLT will meet weekly to discuss targeted students and look at school attendance data. - When a student reaches 5 days of absences, parents and guardians are notified via mail. When a student reaches 10 days of unexcused absences to school, parents and guardians are notified via mail that future absences must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence and must be	1.1. -PSLT will hold weekly Attendance/Tardy meetings with appropriate reports. -Social Worker -Guidance Counselor	1.1. -Administration Team and subset of PSLT will examine data monthly.	1.1 Attendance Report Tardy Report Attendance Plan.		

		approved through an administrator.					
Attendance Goal #1: 1. The attendance rate will increase from 96.58% in 2011-2012 to 96.70% in 2012-2013. 2The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** days tardy to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

	96.58%	**96.70%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	12	**11**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	**0**					
	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Overview	k-5	Social Worker	All teachers	9/4/12	PLC logs or PSLT Agenda	Administrative Team

End of Attendance Goals

Suspension Goal(s)

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

1. Suspension	1.1. There needs to be common school-wide-expectations and rules for appropriate classroom behavior.	1.1. Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion.	1.1. PSLT meetings (weekly)	1.1. PSLT will review data on Office Discipline Referrals (ODRs) and suspensions weekly.	1.1. ODRs		

Suspension Goal #1: The total number of In-School Suspensions will decrease by 10%.. The total number of students receiving In-School Suspension throughout the school year will decrease by 10% The total number of Out-of-School Suspensions will decrease by 10%. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	11	**10**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	9	**8**					

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	4	**3**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	3	**2**					
	1.2. Data indicates that there is a wide variety in the number of ODRs generated across classrooms.	1.2. PLCs will discuss appropriate classroom management techniques when necessary.	1.2. PLCs	1.2. PSLT will review data on Office Discipline Referrals (ODRs) and suspensions weekly.	1.2. ODRs	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Discipline Plan	K-5	Principal	School-wide	Pre-planning	Administrative walk-throughs	Administrative team
	K-5	PLC Leader	School-wide			Administrative team
RTI and Student Behavioral needs				Bi-Monthly at PLC meetings	PLC Logs	PSLT

Health and Fitness Goal(s)

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

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

1. Health and Fitness Goal	1.1. -Climate -Time -Lack of equipment	1.1. Students will participate in 150 minutes of physical education per week	1.1. Physical Education Teacher Classroom Teachers	1.1. School walkthroughs Class schedules	1.1. Master Schedule Teacher's daily schedule		
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 44 % on the Pretest to 54 % on the Posttest.	2012 Current Level :*	2013 Expected Level :*					

	44%	54%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

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

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

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 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model -Still confusion on how the Plan-Do-Check-Act model works.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal Leadership Team PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every 3 months on the PLC Logs. The Leadership Team will aggregate the data and share outcomes of the school-wide results with the PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from PSLT		

Continuous Improvement Goal #1: The percentage of teachers who strongly agree or agree that students have appropriate support for students with disabilities will increase from 86.1 % to 90%.	2012 Current Level :*	2013 Expected Level :*					
	86.1	**90%**					

		1.2. -The school is currently using only one model of support for SWD -Scheduling difficulties -Lack of teacher training in the co-teach model	1.2. The school will offer different modes of support for our SWD (Support Facilitation/Co-teach) We will work toward a master schedule that surrounds the ESE scheduling needs of our school Teachers who co-teach/take on-line training for team teaching Invite area ESE support personnel to assist in training staff on differing support models and to assist with scheduling issues	1.2. Principal Assistant Principal ESE Teachers PLC Facilitators	1.2 Administration and PSLT will review PLC logs and provide feedback . Quick" PLC informal surveys will be administered during the school year every 3 months on the PLC Logs. The Leadership Team will aggregate the data and share outcomes of the school-wide results with the PLCs. The data will provide direction for future PLC training.	1.2. PLC Survey materials from PSLT PLC Logs/data progress for SWD	
		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 Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).	A.1. **N/A**	A.1.	A.1.	A.1.	A.1.		

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

B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
Reading Goal B: 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 -Lack of understanding 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. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	1.2 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, LA, 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)	1.3 Who -School based Administrators -ESOL Resource Para Professional How -Administrative and walk-throughs. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	1.4 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.5 During the Grading Period -Core curriculum end of core common unit/ segment tests	

CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 48% to 51%.	2012 Current Percent of Students Proficient in Listening/Speaking: **48%**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

D. Students scoring proficient in Reading.	2.1. **(See CELLA Goal 1 and Reading Goals 1,3, & 4)**	2.1.	2.1.	2.1.	2.1.	

CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 33%.	2012 Current Percent of Students Proficient in Reading : **30%**					
		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. **(See CELLA Goal 1 and Writing Goals 1)**	2.1.	2.1.	2.1.	2.1.	

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 30% to 33%.	2012 Current Percent of Students Proficient in Writing : **30%**					
		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. **N/A**	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

Mathematics Goal G: Enter narrative for the goal in this box.	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. **N/A**	J.1.	J.1.	J.1.	J.1.		

Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1. **N/A**	M.1.	M.1.	M.1.	M.1.		

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student				

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	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**
STEM Goal #1: Implement/expand integrative approaches to the Common Core Standards	1.1 Need common planning time for math, science, ELA , teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC's and PSLT	1.1 Administrative walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective semester. Share data with PSLT
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Fair Projects (Project-based learning)	All	STEM FAIR contact for school	Science teachers	August-January	STEM Fair project displays at school Administrative walk-throughs	Administration

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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**
CTE Goal #1: Sustain/Increase the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 2 in 2012-2013.	1.1. Having access to CTE speakers. Time constraints.	1.1. . Provide field trips to JBiz Town for 5th graders – (business education)	1.1. AP will ensure field trip is scheduled and attended by 5th grade classes.	1.1. Discussions with students and teachers regarding effectiveness of the field trip.	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2. Implement guidance and/or APC Middle School presentation//visit (from feeder school) regarding CTE coursework options.	1.2. Principal will invite speakers from middle to school to do a spring presentation to 5th grade students.	1.2. Observation of presentation by administration. Discussions with teachers/ students/	1.2. Log of Middle School presentations regarding CTE course options

	1.3.	1.3. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.3. Grreat American Teach-In Coordinator will keep log of speakers. Walk-throughs during presentations by administration and coordinator.	1.3. Observation of presentation by administration. Discussions with teachers/ students	1.3. Log of CTE special speakers

CTE Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of career opportunities in core academic areas			Teachers			

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goals 1-5; Strategies 1.1-5.D1	Purchase of Wordly Wise Reading Supplemental Materials for Students grades 4&5	$1,533.60	$1,533.60

Final Amount Spent	$1,533.60		