FLORIDA DEPARTMENT OF EDUCATION

2012-2013
Updated 10/10/12

School Improvement Plan (SIP)

PART I: SCHOOL INFORMATION

School Name:	District Name:
Carrollwood Elementary School	Hillsborough
Principal:	Superintendent:
Melanie Bottini	MaryEllen Elia
SAC Chair:	Date of School Board Approval:
Kyla Burd	Pending 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 effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Melanie Bottini	Ed. Leadership K-12 Certification BS Elementary Ed & Early Childhood MS Elementary Ed & Early Childhood	1	11	11/12: A 10/11: A 95% AYP 09/10: A 97% AYP 08/09: A 92% AYP 07/08: B 85% AYP 06/07: A 97% AYP

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Assistant Principal	Crystal S. Brown	MS Ed. Leadership K-12 BS Elementary Ed. K-6	2	2	11/12: A 10/11: A 95% 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	Vicki Powell	BS Elementary Education 1-6	2	4	11-12 Grade A AYP 95% 10-11 Grade A AYP 85% 09-10 Grade A AYP 100% 08-09 Grade A AYP 95%

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. Opportunities for teacher leadership	Principal	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers • 1 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Team Leader/PLC Facilitator** • 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.

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
65	>1% (1)	18% (12)	47% (31)	32% (21)	35% (23)	98% (58)	>1% (2)	7% (11)	17% (26)

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
Jessica Willman	Chiffon Nowland	Mrs. Willman is a district Mentor in the EET Program	Twice weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Jessica Willman	Nancy Mueller	Mrs. Willman is a district Mentor in the EET Program	Twice weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A	
Title I, Part C- Migrant	
Title I, Part D	
Title II	
Title III	
Title X- Homeless	
Supplemental Academic Instruction (SAI)	
Violence Prevention Programs	
Nutrition Programs	
Housing Programs	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	

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

School-Based MTSS/RtI Team
Identify the school-based **MTSS** Leadership Team. ***Elementary*** The leadership team includes: • Principal: Melanie Bottini • Assistant Principal: Crystal Brown • Guidance Counselor: Adrianna Teal • School Psychologist: Deeba Ternikar • Social Worker: Carrie Gilbert • Reading Coaches: Vicki Powell • ESE teacher • Representatives from the PLCs for each grade level, K-5 • ERT: Maria Mendoza (Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)
Describe how the school-based **MTSS** Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate **MTSS** efforts? ***Elementary*** The purpose of the core Leadership Team is to: 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.

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3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

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, called Enrichment and Remediation (ER).
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Organize and support systematic data collection
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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 Chair of SAC is a member of the Leadership Team.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts

and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
    - Use the problem-solving model when analyzing data:
        1. What is the problem? (Problem Identification)
        2. Why is it occurring? (Problem Analysis and Barrier Identification)
        3. What are we going to do about it? (Action Plan Design and Implementation)
        4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
    - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
    - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
    - Develop and target interventions based on confirmed hypotheses.
    - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
    - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and 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).
    - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
    - Assess the implementation of the strategies on the SIP using the following questions:
        1. Does the data show implementation of strategies are resulting in positive student growth?
        2. To what extent are we making progress toward the school's SIP goals?
        3. If we are making progress, what can we do to sustain what is working?
        4. What barriers to implementation are we facing and how will we address them?
        5. What should we do next? What should be our plan of action?

MTSS Implementation

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 Middle/High
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 Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/AP
CELLA	Sagebrush (IPT)	ELL PSLT Representative

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Teachers' common core curriculum assessments on units of instruction/big ideas in reading	PLC Logs	Individual Teachers/ PLC Facilitators
DRA-2	School Generated Excel Database	Individual Teacher

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; I-Station reports; Running Records)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs: I-Station	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 or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

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).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The *Literacy* Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal: Melanie Bottini • Assistant Principal: Crystal Brown • Reading Coach: Vicki Powell • Reading Leadership Teachers across grade levels • Media Specialist: Kim Davis • ERT: Maria Mendoza
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year? • Implementation and evaluation of the SIP reading goals/strategies across the content areas • Professional Development • Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas • Data analysis (on-going) • Implementation of the K-12 Reading Plan

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/satisfactory in reading (Level 3-5).	1.1 - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum) , as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	**1.1** **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score a 70% or above on each unit of instruction.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	1.1 Who -Principal -APEI -Reading Coach -PLC Leaders How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Monitoring data will be reviewed every nine weeks.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the online grading system data to calculate their students' progress towards their PLC and/or individual SMART goal. PLC Level -PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). -PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. -PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Leadership Team Level -PLC facilitators, Content Area Leads, Reading Coach shares SMART goal data with the Leadership Team -Data is used to drive Teacher Support and student supplemental instruction.	1.1 3x per year - FAIR On-going Progress Monitoring in comprehension During the Grading Period: - Common assessments
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 73% to 76%.	2012 Current Level of Performance: **73%**	2013 Expected Level of Performance: **76%**				
Hillsborough 201? **Rule 6A-1.099811** **Revised July 18, 2**	1.2 -Lack of understanding of the Common Core State Standards (CCSS) and its implementation	**1.2.** **Tier 1-** Common Core Reading Strategies 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 contect curricula, and share complex text with all students. **All content area**	1.2. Who -Principal -APEI -Reading Coach -Content Area Leads -PLC facilitators How -PLC logs -Administrative walk-throughs	1.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the online grading system data to calculate their students' progress towards their PLC and/or individual	1.2 3x per year - FAIR On-going Progress Monitoring in comprehension During the Grading Period:

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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
Differentiated Instruction	K-5	-PSLT - PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coach
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	K-1	Reading Coach and CCSS Team	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach
RtI Training	K-5	PSLT	RtI Consultants General Ed Teachers	On-going	RtI Consultants	Guidance Counselor Psychologist
SWD Co-Teaching	K-6	ESE Specialist	ESE Teachers General Ed Teachers	On-going	Classroom walkthroughs	Administration Team ESE Specialist
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team ERT

End of Reading Goals

PART II: EXPECTED IMPROVEMENTS

Elementary School Mathematics Goals

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/satisfactory performance in mathematics (Level 3-5). Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 68% to 71%. **2012 Current Level of Performance** **68%** **2013 Expected Level of Performance** **71%**	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 CCSS. In addition, student practice taking online assessments to prepare students for online state testing. **Action Steps** -PLC's 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 PLC action plans.	1.1 Who -Principal -APEI -Media Specialist -Content Area Leaders How -PLC's turn in logs to administration after a unit of instruction is complete. -PLC's receive feedback on their logs. -classroom walkthroughs observing the strategy -Administrator shares progress of strategy implementation with staff.	1.1 PLC's will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the PSLT. The PSLT will review assessment data for positive trends.	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.)
Hillsborough 2 **Rule 6A-1.0998** **Revised July 18**	1.2. -Teachers are at varying skill levels with higher order questioning techniques -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.	1.2. **Strategy/Task** Students math achievement improves through frequent participation and higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understanding of complex material. **Actions/Details** *Within PLC's* -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. After the lessons, teachers examine students work samples and classroom questions using Webb's/Bloom's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation.	1.2. Who -Principal -APEI -PLC Facilitators -Content Area Leaders How -PLC's turn in logs to administration after a unit of instruction is complete. -PLC's receive feedback on their logs. -classroom walkthroughs observing the strategy -Administrator shares progress of strategy implementation with staff.	1.2. PLC's will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the PSLT. The PSLT will review assessment data for positive trends.	1.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core curriculum assessments (pre, mid, end of unit, chapter, etc.)

End of Elementary 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
Analyzing District and State Assessments	K-5	AP PSLT	ESE Teachers General Ed Teachers	After the administration of the test	PLC logs	AP
RtI Training	K-5	PSLT	ESE Teachers General Ed Teachers PLCs	On-going	RtI Consultant	AP Guidance Counselor Psychologist
SWD Co-Teaching	K-5	ESE Specialist	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team ESE Specialist
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team ERT

End of Mathematics Goals

PART II: EXPECTED IMPROVEMENTS

Elementary 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/satisfactory performance (Level 3-5) in science. Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 59% to 62%. <table><tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance</td></tr><tr><td>**59%**</td><td>**62%**</td></tr></table>	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** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming 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.	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. -Teachers use the on-line grading system 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. -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.	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, etc.)
Hillsborough 201 **Rule 6A-1.09981** **Revised July 18,**	1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act 'Instructional Unit' log.	1.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 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? Actions/Details *Within PLCs:* -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate _____ times per month for curriculum planning, reflection, and data analysis.)	1.2 Who -Principal -AP -PLC facilitators How -PLC logs turned into administration provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.	1.2. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)

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

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
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 6-8	Reading Coach Science SAL Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

PART II: EXPECTED IMPROVEMENTS

Writing/Language Arts Goals

Writing/Language Arts Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 90% to 93%. **Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012**	-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**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 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 -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)	Who Principal AP District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios

Writing/LA Goal #1: 2012 Current Level of Performance: **90%** 2013 Expected Level of Performance: **93%**

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

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
Writing Holistic Scoring Training	2-5	PLC facilitators Writing Contact	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal AP PLC Facilitators
Mode-based Writing Training	2-5	PLC facilitators Writing Contact	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PLC logs turned into administration	Principal AP PLC Facilitators

End of Writing/Language Arts Goals

PART II: EXPECTED IMPROVEMENTS

Attendance Goal(s)

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

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 Attendance Goal #1: 1. The attendance rate will increase from 95.92% in 2011-2012 to 96% in 2012-2013. 2.The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:* **95.92%** 2012 Current Number of Students with Excessive Absences (10 or more) **69** 2012 Current Number of Students with Excessive Tardies (10 or more) **116**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **62** 2013 Expected Number of Students with Excessive Tardies (10 or more) **104**	1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 **Tier 1** The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
			1.3 There is a system to reinforce parents for facilitating improvement in attendance.	1.3 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.3 Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data

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

<table>
<tr><th colspan="7">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.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
<tr><td>EdLine</td><td>K-5</td><td>AP</td><td>School-wide</td><td>September and then an as needed basis</td><td>Random check of EdLine postings</td><td>AP
DP</td></tr>
</table>

End of Attendance Goals

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

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 Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10	2012 Total Number of In –School Suspensions **5**	2013 Expected Number of In- School Suspensions **4**	1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Tier 1 -School-wide Discipline Policy will be discussed/implemented to address school-wide expectations and rules, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Administration conducts walkthroughs -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.	1.1 Who -PSLT Behavior Committee -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions.	EASI ODR and suspension data cross-referenced with mainframe discipline data
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School **5**	2013 Expected Number of Students Suspended In -School **4**					
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions **5**	2013 Expected Number of Out-of-School Suspensions **4**					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended Out- of- School **4**	2013 Expected Number of Students Suspended Out- of-School **3**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Discipline Procedures	K-5	Principal AP	School-wide	Pre-Planning On-going as needed	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

End of Suspension Goals

Health and Fitness Goal(s)

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

<table>
<tr><th colspan="2">ADDITIONAL GOAL(S)</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th colspan="2">Based on the analysis of school data, identify and define areas in need of improvement:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Fidelity Check
Who and how will the fidelity be monitored?</th><th>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</th><th>Student Evaluation Tool</th></tr>
<tr>
<td colspan="2">1. Additional Goal
<u>Additional Goal #1:</u></td>
<td>1.</td>
<td>3. Two physical education classes per week with a certified physical education teacher and three physical education classes per week by the classroom teacher.</td>
<td>3. Physical Education Teacher, classroom teacher</td>
<td>3. Classroom walk-throughs Class schedules</td>
<td>3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</td>
</tr>
<tr>
<td rowspan="3">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 68% on the Pretest to 80% on the Posttest.

Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.</td>
<td><u>2012 Current Level :</u>

68%</td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
</tr>
<tr><td><u>2013 Expected Level :</u>

80%</td></tr>
<tr><td></td></tr>
</table>

<table>
<tr><th colspan="6">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.</th></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
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</table>

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

Continuous Improvement Goal(s)

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. Additional Goal Additional Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 56 % in 2012 to 80% in 2013.	2012 Current Level : 56%	2013 Expected Level : 80%	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. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.	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 AP Leadership Team PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials

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
PLCs						
Plan-Do-Check-Act Model	Leadership Team All teachers	AP Leadership Team	School-wide	PLCs meet at least once per month for Plan-Do-Check-	Administrator walk-throughs Administrator and leadership attendance	Leadership Team

		PLC Facilitators		Act PLCs.	at PLC meetings PLC Survey data	

End of Additional Goal(s)

Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** **Students scoring proficient/satisfactory performance in reading (Levels 4-9).**			A.1.	A.1. **NA**	A.1.	A.1.	A.1.
Reading Goal A:	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. **NA**	B.1.	B.1.	B.1.
Reading Goal B:	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.

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/satisfactory performance in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 35% to 38%. 2012 Current Percent of Students Proficient in Listening/Speaking: **35%**	1.1.	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1.	1.1.	1.1.
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/satisfactory performance in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 34%. 2012 Current Percent of Students Proficient in Reading : **31%**	2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.
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/satisfactory performance in Writing. CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 23%. 2012 Current Percent of Students Proficient in Writing : **20%**	2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.

Math Florida Alternate Assessment Goals

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

Science Florida Alternate Assessment Goal

Elementary and Middle 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).		**NA**			
Science Goal J: / 2012 Current Level of Performance: / 2013 Expected Level of Performance:					

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).		**NA**			
Writing Goal M: / 2012 Current Level of Performance: / 2013 Expected Level of Performance:					

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1 Need common planning time for math and science 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 Science Contact	1.1 Administrative walk-throughs	1.1 Logging number of project-based learning in math and science. Share data with teachers.

STEM Professional Development

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 3 in 2012-2013.	1.1.	1.1. Provide field trips to local businesses.	1.1. AP	1.1.	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.2. Guidance Counselor	1.2.	1.2. Career survey data

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
CTE training regarding CTE careers	K-5	Guidance Counselor	Teachers		Log of events and attendance	Guidance Counselor

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

School Differentiated Accountability Status		
☒ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Covers goals across all content areas	Team Lead Stipend	$950.00	
Covers reading goals	Certified Teacher Tutors	$900.00	
Parent Involvement	Pirate Reading Night	$50.00	
Final Amount Spent			