

**Florida Department of Education**

**DICKENSON ELEMENTARY**

# School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## PART I

### School Information

School Name:

Dickenson Elementary

Principal:

Mary Cunningham

District Name:

Hillsborough County Public Schools

Superintendent:

MaryEllen Elia

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

SAC Chairs:

Date of School Board Approval:

Kristin Sanney and Laura Fogarty

### Student Achievement Data

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[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.)

[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

### 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

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	Mary Cunningham	BS Ele Ed 1-6 MA Leadership	1	10	Dickenson Elementary 11/12 B  Dickenson Elementary 10/11: A 95% AYP  Lockhart Magnet 09/10: C 74% AYP

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Assistant Principal	Ryan Moody	BS in Early Childhood	1	1	Dickenson Elementary 11/12 B
		MA in Educational Leadership			Dickenson Elementary 10/11: A 95% AYP
					Temple Terrace Elementary 09/10:

**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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

Subject	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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Area Writing/	Jan Britt	Master Degree	14	15	Dickenson Elementary 09-10 A: 79% AYP
Reading					Dickenson Elementary 10/11: A 95% AYP Dickenson Elementary 11/12 B
Math	Linda Pittman	Master Degree	1	3	Dickenson Elementary 11/12 B Lockhart Magnet 10/11: D & AYP Lockhart Magnet 09/10: C 74% AYP

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Reading Coach	Jan McElroy	B.S. K-6	0	6	Broward Elementary 09/10 D 82% AYP
		BS EH, SLD, PI			Broward Elementary 10/11 D 77% AYP
		MA ED Leadership			Broward Elementary 11/12 C
Reading	Tina Leon	ESOL B.A., M.Ed., Ph.D./ Reading Certified	1	2	Dickenson Elementary 11/12 B  Ippolito Elementary 10-11 B: AYP 82%

**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. Attend District Teacher Interview Day	Principal, Interview Team	Summer, 2012	
2. Advertise via District Website	Principal	Summer, 2012	
3. Mentor support to new teachers	School Team	Ongoing throughout the school year	
4. Newcomer Welcome Breakfast	Principal, Social Team	Pre-planning 2012	

**Non-Highly Qualified Instructors**

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Amanda Berman	Elementary Education	Kindergarten	ELL Courses
Terri Christopher	Elementary Education	Grade 5	ELL Courses
Lisa Kantor	Elementary Education	Gifted	Gifted Endorsed
Jennifer Miller	Elementary Education	Grade 5	ELL Courses

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Ann Palmer	Elementary Education	Kindergarten	ELL Courses
Kristen Sanney	Elementary Education	Grade 4	ELL Courses
Stephanie Woebeking	Elementary Education	Grade 1	ELL Courses
Patti Farmer	Elementary Education	Grade 3	ELL Courses

**Staff Demographics**

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

\*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	% ELL Endorsed Teachers
55	2% ( 1)	16% (9)	65% (36)	16% (9)	38% (21)	100%	3%(2)	5% (3)	52% (29)

**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
Lisa Kantor	Amy Evans	District Assignments	District Activities/Monthly meetings

**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.

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### **Title I, Part A**

Parent Involvement Activities; Parent Science, Math and Reading Nights; Trainings; SES Tutoring, Parent Partnering Workshops; Head Start Classrooms; School Web Site, Twitter

### **Title I, Part C- Migrant**

### **Title I, Part D**

### **Title II**

### **Title III**

Parent Involvement Activities; Parent Science, Math and Reading Nights; Curriculum Night; SES Tutoring; Math, Science, Reading Practice Software

### **Title X- Homeless**

### **Supplemental Academic Instruction (SAI)**

SES tutoring is offered to families all year. These classes are taught by highly qualified site-based teachers and outside tutor agencies selected by the parents. The district Extended Learning Program (ELP) is offered to readers at Level 1 and 2 struggling students during school hours and after school twice a week.

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Violence Prevention Programs**

**Anti-Bullying emphasize in classrooms with school-wide rules in place and in classrooms. Anti-bullying signs posted around school, guidance counselor presents 30 minute lessons throughout the year; local sheriff safety/anti-crime lessons presented monthly.**

**Nutrition Programs**

**Free breakfast to all students; free lunch to qualifying families**

**Housing Programs**

**Head Start**

Two Head Start units with 20 students each taught by highly qualified teachers and paraprofessional aides. Both are involved in school-wide parent/student activities throughout the school year.

**Adult Education**

**Career and Technical Education**

**Job Training**



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**Other**

**School-Based MTSS/RtI Team**

Identify the school-based *MTSS* Leadership Team.

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**Elementary**

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coach (Reading)
- ESE Specialist
- Representatives from PLCs for two grade levels (2<sup>nd</sup> and 3<sup>rd</sup>)
- SAC Chair
- Media Specialist
- Resource Teachers (Reading, Math, Writing)
- Speech Teacher

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

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### Elementary/Middle/High

The Leadership team meets regularly monthly. Specific responsibilities include:

- Oversee the multi-layered model of **instructional** delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- **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:
  - Create, manage and update the school resource map
  - **Ensure the master schedule incorporates allocated time for intervention support at all grade levels.**
  - Determine scheduling needs, **and assist teacher teams in identifying research-based instructional** materials and intervention resources **at Tiers2/3**
  - Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/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**)
    - 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.

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- **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).

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

### Elementary/Middle/High

- The Chair of SAC is a member of the Leadership Team/PSLT.
- **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.**

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- **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*

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

**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
Student FCAT Test Scores	Student Reports	Reading Coach, AP, Principal, Classroom teachers, Writing Resource Teacher, Math Resource Teacher
Baseline and Midyear District Assessments	Scantron Achievement Series Data Collection Form	Leadership Team, PLCs, individual teachers, Administration
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science  Reading form A, B, C; Monthly Writes, EOY Science & Math; Math Formative Mid-Year; Science Formative Mid-Year	Scantron Achievement Series Data Collection Form  PLC Logs Grade Level Collection Forms	Leadership Team, PLCs, individual teachers, Reading Coach, Math Resource, Writing Resource, Administration
FAIR	Progress Monitoring and Reporting Network Data Collection Form	Reading Coach/ Reading Resource Teacher, Individual Teachers

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CELLA	Sagebrush (IPT)	ERT
Teachers' common core curriculum assessments on units of instruction/big ideas for Math	Data Collection Form PLC logs	Individual Teachers
DRA-2	Data Collection Form	Individual Teachers, Administration, Reading Coach

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* ( <i>see below</i> ) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)  End of Unit Test in Math; Running Records; Specific Skills Assessment	Data Collection Form	Leadership Team/ ELP Facilitator, Reading Coach, Math Resource
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base  PLC Data Collection Form	Individual Teachers/PLCs, ESE Co-teachers
FAIR OPM	Data Collection Form	Leadership Team/Reading Coach, Math Resource, Individual Teachers

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Other Curriculum Based Measurement	easyCBM  School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs: I-Station, SuccessMaker, FCAT Explorer, AR, First in Math	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 (Reading, Math, Writing, Science) 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 monthly staff development sessions. **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.



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

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.
- Schedule area RtI Facilitator to meet with every grade level PLC
- Schedule area RtI Facilitator to attend/train/assist with Tier II and Tier III procedures

## **Literacy Leadership Team (LLT)**

### **School-Based Literacy Leadership Team**

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

Principal, Assistant Principal, Guidance Counselor, Writing Resource Teacher, Reading Resource Teacher, ESE Specialist, ELL Teacher, Reading Coach, Psychologist, Social Worker

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

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

The LLT meet at least once a month , following an agenda developed by the Leadership Team. The Reading Coach and the Reading Resource Teacher help to develop the agenda before presentation to the Leadership Team. The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The reading coach and reading resource teacher are members of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

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

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

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

### *NCLB Public School Choice*

- **Supplemental Educational Services (SES) Notification**

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first **two** measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. **Parents are provided with a letter from the Commissioner of Education, explaining the assessments.** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms **and as a blended program in several Early Exceptional Learning Program (EELP) classrooms.** **Starting in the 2012-2013 school year, students in the VPK program will be given the state-**  
Revised 9/4/2011

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

**created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.** This assessment **will be** administered at the start and end of the VPK program. A copy of these assessments **will be** mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities **from the first day of school**. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

## **2012 – 2013 SCHOOL IMPROVEMENT PLAN**

### **PART II: EXPECTED IMPROVEMENTS**

#### **Academic Goals**

#### **Reading Goals**

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

#### **Guiding Questions to Inform the Problem-Solving Process**

- Based on 2012 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2012 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2013 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

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

- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

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

**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

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

### 1. Students achieving proficiency (FCAT Level 3) in reading

#### Reading Goal #1:

1.1.	1.1.	1.1.	1.1.	1.1.
-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	<b><u>Guided Reading and Independent Reading using the Reading Workshop Model</u></b>	<b><u>Who</u></b>	-Principal -AP -Resource Teachers -ESE Specialist -ESOL Teacher -ESOL Teacher -ESOL Teacher	<b><u>Teacher Level</u></b>
-Training all language arts teachers	<b><u>students are engaged in focused small groups and practicing those skills during independent reading.</u></b>	<b><u>How</u></b>	-Administrative walkthroughs -Administration reviews lesson plans -PLC logs	<b><u>3x per year</u></b>
1.2 -Students not proficient in English				<b><u>PLC Level</u></b>
1.3 -Inclusion of ESE students	<b><u>Teachers need to understand how to select/identify student needs and group accordingly, using informational and fictional text. All reading teachers are responsible for implementation of guided reading groups and monitoring of independent</u></b>			<b><u>Leadership Team Level</u></b>
				<b><u>During Nine Weeks</u></b>
				-Running Records
				-Common Assessments
				-Monitoring independent reading through conferencing and response logs
				-Calculating student progress through running records, DRAs, FAIR data, and teacher assessments__
				-Using the individual teacher data, PLCs calculate the SMART goal for tier 2 students.
				-PLCs reflect on lesson outcomes and data used to drive future instruction.
				- PLCs review their overall progress towards the SMART Goal.
				-PLC facilitator will turn in completed tier 2 data sheet to reading leadership team.
				-Data is used to drive teacher support and student supplemental instruction__
				-

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
**reading.**

1.2  
Collaboration  
between  
ESOL and  
classroom  
teachers.

1.3  
Partnership  
with FIN  
organization

**Action Steps**

1.1

-Using Daily  
5

-Sorting Data

-Creating  
groups

-Lesson  
planning

-Attending  
training as  
needed

1.2  
Scheduling  
and sharing  
of data.

1.3 Ongoing  
training



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

for ESE  
classroom  
teachers

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

In grades 3-5 the percentage of students scoring a level 3 or higher on the 2013 FCAT reading will increase from 53% to 58%.

<u>2011 Current</u>	<u>2012 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

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53%      58%

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

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

2. <b>Students achieving above proficiency</b>	2.1.	2.1	2.1.	2.1.	2.1.
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**(FCAT Levels 4 and 5) in reading**

See Goal \_

Reading Goal #2:

1 \_  
\_   
\_   
\_   
\_   
\_

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

In grades 3-5 the percentage of standard curriculum students scoring a level 4 or higher on the 2012 FCAT reading will increase from 26% to 29%.

26%	29%
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

**Fidelity Check**

**Strategy Data Check**

Student Evaluation Tool

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

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

3. Points for students making Learning Gains in reading. 3.1 3.1. 3.1. 3.1.. 3.1.

See Goal 1 —  
—

Reading Goal #3:

2012 Current 2013 Expected  
Level of Level of  
Performance:\* Performance:\*

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 65 points to 68 points.

65 points 68 points

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

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

<b>4. Points for students in Lowest 25% making learning gains in reading</b>	4.1.	4.1.	4.1.	4.1.	4.1.
	-Students leaving/ entering the school after the year has begun	See Goal 1	-		
<u>Reading Goal #4:</u>	- results in changed students in the bottom quartile		-		
	-Scheduling paras during reading block				

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 83 points to 84 points.

83 points    84 points

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:

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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**5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

**5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.**

<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>
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**See Goal 1**

The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 61% to 65%.	<b>61%</b>	<b>65%</b>
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The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 45% to 51%.	<b>45%</b>	<b>51%</b>
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

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

Reading Goal 5b

**Economically  
Disadvantaged students  
not making satisfactory  
progress in reading.**

**See  
Goal 1**

The percentage  
of Economically  
Disadvantaged students  
scoring proficient/  
satisfactory on the 2013  
FCAT Reading will  
increase from 52% to 57%.

<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>
<b>52%</b>	<b>57%</b>

<b>Editor Note – The ESOL Resource Teacher is referred to as ERT in the strategies</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			



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

<b>below.</b>							
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

			5C.1	5C.1	5C.1	5C.1	5C.1		
Reading Goal #5C:	2012 Current Level of Performance	2013 Expected Level of Performance							
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 46% to 51%.	46%	51%	<p>-Improving the proficiency of ELL students in our student is a high priority.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>ELLs (LYs/LFs) comprehension of course content/ standard improves through participation in the <b>Cognitive Academic Language Learning Approach (CALLA)</b> strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><b>Action Steps</b></p> <p>-ESOL Resource Teacher (ERT) provides professional materials to all content area teachers on how to embed CALLA into core content lessons.</p> <p>ERT participates</p>	<p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teacher</p> <p>-ESOL paras</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4</p> <p>*Checklist for Evaluating CALLA Instruction.</p>	<p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERT, with Reading, Language Arts, Social Studies and Science teachers attends PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/</p> <p>ERT shares data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		

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

	<p>in scheduling so students are tutored during reading block</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<b>Student Evaluation Tool</b>		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodation.  -Through the school year, teachers of SWD review students' IEP's to ensure that IEP's are implemented consistently and with fidelity.  -Teachers work to improve upon both individually</p>	<p>5D.1. <u>Who</u> Principal, Assistant Principal, ESE Specialist</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction  -Teachers use agreed upon data determined in PLC's to calculate students' progress towards their goals  -PLC's reflect upon lesson outcomes and use the data to drive future instruction  -Resource teachers/ESE teachers share data with the PSLT</p>	<p>5D.1. <u>During the Grading Period</u> -Core curriculum; End of core common unit/segment tests with data aggregated for SWD performance</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.					
Reading Goal #5D:  The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ Reading will increase from 27% to 34%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	<b>27%</b>	<b>34%</b>					

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1  
(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
Independent Reading Strategies	Grades K-5	Tina Leon	All teachers invited to attend_	October and November	Administrators conduct targeted classroom walk-throughs to observe student independent reading	Principal and Assistant Principal
Guided Reading Strategies	Grades K-5	Tina Leon and Jan McElroy	All teachers school-wide	November and December	Administrators randomly view lesson plans to ensure fidelity of lessons.	Principal and Assistant Principal
Daily 5 Implementation	Grades 1-5	Tina Leon	Reading Teachers	September and October	Administrator walk-throughs	Principal, Assistant Principal, Reading Resource, and Reading Coach

*End of Reading Goals*

**Mathematics Goals**

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

**Guiding Questions to Inform the Problem-Solving Process**

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

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?



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

- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

**MATH GOALS**

**Problem-Solving Process to Increase Student Achievement**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

**Anticipated Barrier**

**Strategy**

**Fidelity Check**

**Strategy Data Check**

**Student Evaluation Tool**

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

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

**1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5).**

1.1	1.1	1.1	1.1	1.1
* Training on UPS	<u>Strategy</u>	<u>Who</u>	-Teachers will review chapter assessments, recording data on spreadsheet. Then highlight students not meeting 70% mastery.	<u>3x per year</u> Formatives
*Time needed to plan	Students' math achievement improves through the use of <u>the problem solving strategy UPS with answer statements.</u>	<u>Who</u>		
* Acquiring Materials		<u>How</u>		<u>During Nine Weeks</u>
	<u>Action Steps</u>			
	-Attending training as needed	-Classroom walk-throughs	-PLC Meeting minutes from planning math	GO Math Chapter Assessments (pre, mid, end of unit, reviewed for remediation and chapter, etc.)
	-Lesson planning with math resource	-Administrator and coach aggregates the walk-through data school-wide and shares with staff		PLC facilitator will turn in completed tier 2 data sheet to math leadership team.
	-Sorting data	the progress of strategy implementation		
	-Implement with in Math instruction using math journals.			-Data is used to drive teacher support and student supplemental instruction

Math Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 59% to 62%.

<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
59%	62%

**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	Strategy Data Check	Student Evaluation Tool
		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	

**2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.**

2.1	2.1	2.1	2.1	2.1
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Math Goal #2:

See Goal 1

<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
32%	35%

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 32% to 35%

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	

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

**3. . FCAT 2.0: Points for students making learning gains in mathematics.** 3.1 3.1 3.1 3.1 3.1

See  
Goal 1

Math Goal #3:

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

Points earned from students making learning gains on the 2013 FCAT Math will increase from 64 points to 67 points.

64 points 67 points

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	

**4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.** 4.1 4.1 4.1 4.1 4.1

See  
Goal 1

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

Math Goal #4:

2012 Current  
Level of  
Performance:\*

2013 Expected  
Level of  
Performance:\*

Points earned from students  
in the bottom quartile making  
learning gains on the 2013  
FCAT Math will increase from  
41 points to 44 points.

41 points    44 points

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

4.2	4.2__	4.2	4.2	4.2
Teachers' willingness to accept support from the math resource.	<b><u>Strategy/Task</u></b> Students' math achievement improves through <b><u>teachers' collaboration with the math resource teacher.</u></b>	<b><u>Who</u></b> Teachers Math resource	—	<b><u>2x per year</u></b> District Baseline and Mid-Year Testing
Time to plan and meet with math resource		<b><u>How</u></b> PLC meeting notes Lesson plans Staff Development follow-up	-Tracking of math resource's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs.	— <b><u>During the Grading Period</u></b> - Common assessments (pre, post, mid, section, end of unit)
	<b><u>Actions/Details</u></b>  <i>Academic Coach</i>  -The math resource teacher will meet with grade level PLCs regularly to discuss math data and plan instruction.		— — —	

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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	
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>		<p><b>Information on how to fill out this row is forthcoming from the state.</b></p>					
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b></p>	5A.1.	<p><b>See goals 1 &amp; 4.2</b></p>	5A.1.	5A.1.	5A.1.		

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

<u>Mathematics</u> <u>Goal #5A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:</u>					
<p>The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 66% to 69%.</p> <p>The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/Math will increase from 60% to 61%.</p>							
	White: 66% Black:60% Hispanic:57% Asian:n/a American Indian:n/a	White: 69% Black:61% Hispanic:61% Asian:n/a American Indian:n/a					



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


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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
		<b>See Goals 1 &amp; 4.2</b>					
<u>Mathematics</u> Goal #5B:  The percentage of Economically Disadvantaged_ students scoring proficient/ satisfactory on the 2013 FCAT/Math will increase from 58% to 62%.	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>  <b>58%</b>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:</u>  <b>62%</b>					

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

<p><b>Editor Note – The ESOL Resource Teacher is referred to as ERT in the strategies below.</b></p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p> 	<p>5C.1 -Improving the proficiency of ELL students in our student is of high priority.</p> <p>ath chers leme tion of LLA ot sistent oss math</p> <p>.Ls at ying els of</p> <p>English</p>	<p>5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the</p> <p><b><u>Cognitive Academic Language Learning Approach (CALLA)</u></b> strategy in math.</p> <p><b><u>Action Steps</u></b></p>	<p>5C.1 <u>Who</u> -Principal Assistant Principal; -ESOL Resource Teacher</p> <p><u>How</u> -Administrative walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 “Checklist for Evaluating CALLA Instruction</p>	<p>5C.1 <u>Teacher Level</u> -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 ELL SMART Goal. _</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p>	<p>5C.1 <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit)</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p>language acquisition and acculturation is not consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on</p>		<p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-Resource and ERT shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		data math teachers differentiate instruction to remediate/enhance instruction.					
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals,</u> strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.</p>	<p>5D.1. <u>Who</u> Principal, Assistance Principal  <u>How</u> PLC meeting reviews with ESE Specialist</p>	<p>5D.1. <u>Teacher Level</u> -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 SWD SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  <u>Leadership Team Level</u> -ERT and Resource Teachers shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1 <u>2x per year</u>  District Baseline and Mid-Year Testing  <u>During the Grading Period</u>  Common assessments (pre, post, mid, section, end of unit)</p>		

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

**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
	Grades K-5	Math Resource	All math teachers	November or December	Administrators conduct targeted classroom walk-throughs to observe UPS.	Principal and Assistant Principal
<b>UPS Implementation</b>						
<b>Problem Solving Strategies</b>	Grades K-5	Math Resource	All Teachers	Monthly	Administrators conduct targeted classroom walk-throughs to observe problem solving.	Principal and Assistant Principal
<b>Go Math Lesson Planning</b>	Grades K-5	Math Resource	All Math Teachers	Monthly	Administrators conduct targeted classroom walk-throughs to observe math lessons.	Principal and Assistant Principal

*End of Mathematics Goals*

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**Science Goals**

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

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

### **Guiding Questions to Inform the Problem-Solving Process**

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?
- What benchmarks/strands, by grade level, showed non-proficiency?
- How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
- How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?



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

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

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>
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:				Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	

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

**1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science.**

Science Goal #1:

1.1.	1.1.	1.1.
<u>Barriers</u>	<u>Strategy</u>	<u>Who</u>
Teachers are at varying skill levels in knowledge of scientific instruction.	Student understanding of the nature of science will be done through science inquiry using <b>scientific processes and laboratory experiences</b>	Teacher Administration <u>How</u> PLC logs Lesson plans Science Journals
-Lack of planning time		
-Materials needed for hands on	<u>Action Steps</u>	
	-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, and discussing hands-on strategies.	

1.1	1.1
<u>Teacher Level</u>	<u>Assessment During Nine Weeks</u>
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	Unit Common Assessments National Geographic Assessments
<u>PLC Level</u>	Performance Assessments
-Using the individual teacher data, PLCs identify tier 2 students (5 <sup>th</sup> grade)	<u>3x a year</u>
-PLCs reflect on lesson outcomes and data used to drive future instruction.	Formative Assessments
<u>Leadership Team Level</u>	-
-Data is used to drive teacher support and student supplemental instruction.	

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

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 47% to 50%.

47%	50%
-----	-----

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
	2.1	2.1	2.1	<u>2.1</u>	2.1

### 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.

See Goal  
1

#### Science Goal #2: Science Goal #2:

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Level of</u>	<u>Level of</u>
<u>Performance:*</u>	<u>Performance:*</u>

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 16% to 19%.

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

16%

19%

**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
District Training-	K-5	District Trainer	As needed- science teachers	On going	Administrators conduct targeted classroom walk-throughs.	Principal and Assistant Principal

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

STEM Fair

K-5

Science

Science Teachers

October/December

STEM fair presentation

Principal and Assistant  
Principal

Contacts

*End of Science Goals*

**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**

**Strategy Data Check**

**Student Evaluation Tool**

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

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

### 1. Students scoring at Achievement Level 3.5 or higher in writing.

-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.

**Strategy**      **Who**

Students' use of mode-specific writing will improve through use of Writers' Workshop/ daily instruction with a focus on mode-specific writing.

Principal  
Assistant Principal  
Writing Resource Teacher

District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)

How Monitored

-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.

**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.)

-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

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

### Plan:

-  
Professional  
Develop  
ment for  
updated  
rubric  
courses

-  
Professional  
Develop  
ment for  
instruction  
al 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

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

appropriate  
mode-  
specific  
writing  
based on  
teaching  
points

-Daily/  
ongoing  
conferencin  
g

### **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  
developmen  
t in areas of  
need

-Seek  
additional



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

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)

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

Writing/LA Goal #1:

2012 Current  
Level of  
Performance:

2013  
Expected  
Level of  
Performance:

The percentage of students scoring **Level 3.5** or higher on the 2013 FCAT Writes will increase from 81% to 90%.

**81%**

**90%**

2012 Current  
Level of  
Performance:\*

2013  
Expected  
Level of  
Performance:  
\*  
-

### **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.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rubric Training	Grades 1-5 Writing	District Trainers	Teacher, Writing Resource Teacher	Scheduled Rubric Trainings	Administration review of staff development	Principal, Assistant Principal

**Engagement Goals**

**Attendance Goal(s)**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

**Guiding Questions to Inform the Problem-Solving Process**

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

**ATTENDANCE  
AND TARDY  
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?	Evaluation Tool
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**1. Attendance and Tardy**

Attendance Goal #1:

<p>1.1.</p> <p>-Problem solving leadership team has attendance on the agenda using the RtI (C.O.I.L.E.)</p> <p>-Need support in building and maintain the student database.</p>	<p>1.1. <u>Tier 1</u></p> <p>The school will establish an attendance committee comprised of the problem solving leadership team to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The Social Worker will also maintain a database of students with significant attendance problems/tardies and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The PSLT meets once a month.</p>	<p>1.1.</p> <p>Social Worker will keep a log that will be reviewed by the principal on a monthly basis.</p>	<p>1.1.</p> <p>Social Worker will monitor the attendance/tardy data from the targeted group of students</p>	<p>1.1.</p> <p>Attendance/Tardy Rate checked quarterly through Instructional Planning Tool Attendance/Tardy data</p> <p>Ed Connect</p>
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. The attendance rate will increase from 94.43% in 2011-2012 to 96.0% in 2012-2013

<u>2012 Current</u>	<u>2012 Expected</u>
<u>Attendance Rate:*</u>	<u>Attendance Rate:*</u>
94.43%	96%

2. The number of students who have 10 or more Unexcused absences throughout the school year will decrease from 132 in 2011-2012 to 75 in 2012-2013.

3. The number of students who have 10 or more Unexcused Tardies to school throughout the school year will decrease from 175 in 2010-2011 to 125 in 2011-2012.

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Number of Students</u>	<u>Number of Students</u>
<u>with Excessive</u>	<u>with Excessive</u>
<u>Absences</u>	<u>Absences</u>
132	75

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

<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>
175	125

1.2.	1.2.	1.2.	1.2.	1.2.
—	<u>Tier 1</u>	Homeroom Teachers	Leadership team will disaggregate attendance data along with the social worker.	Attendance Data
Working phone numbers	Beginning at the third unexcused absence, the homeroom teacher will contact home regarding the absence.			
Language				
Finding time to call				

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	K-5 Homeroom Teachers	Social Worker	Schoolwide	October, 2012	Review attendance rate monthly	Social Worker

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*End of Attendance Goals*

**Revised 9/4/2011**

**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
**Suspension Goal(s)**

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

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

**1. Suspension**

1.1.

1.1.

1.1.

1.1. Problem Solving

1.1.

—

Tier 1

Who:

Leadership team will review data on discipline referrals at monthly meetings

Track number of Discipline referrals and suspensions through the ed-line.

Consistency of application of rules

School wide Discipline Plan to reinforce school wide rules and expectations (CHAMPS)

Problem Solving Leadership team monthly meetings

Guidance Counselor

Action Plan:

All staff will adopt CHAMPS behavior strategies.

During PLC meetings teachers will look at suspension data and track the students and numbers. The Guidance Counselor will assist in developing behavior plans for those students.

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

Suspension Goal #1   2012 Total Number   2013 Expected  
of   Number of

1. The total number  
of In-School  
Suspensions will  
decrease by 10%.   In-School   In-School  
Suspensions   Suspensions

2. The total  
number of students  
receiving In-  
School Suspensions  
throughout the  
school year will  
decrease by 10%.

3. The total number  
of Out-of-School  
Suspensions will  
decrease by 10%.

4. The total number  
of students receiving  
Out-of-School  
Suspensions  
throughout the  
school year will  
decrease by 10%.

3

2

2012 Total Number   2013 Expected  
of Students   Number of Students  
Suspended   Suspended

In-School   In-School

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

3	2
<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of- School Suspensions</u>
21	15
<u>2012 Total Number of Students Suspended Out-of- school</u>	<u>2013 Expected Number of Students Suspended Out-of- School</u>

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## Suspension Professional Development

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**Revised 9/4/2011**



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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)  School Wide CHAMPS	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
Management and Motivation Team Support	K-5	Guidance Counselor		Monthly	M&M will review monthly discipline report, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal  Guidance Counselor

*End of Suspension Goals*

**SEE TITLE 1 PARENT INVOLVEMENT PLAN**

**Guiding Questions to Inform the Problem-Solving Process**

*(Title I Parent Involvement Plan may be uploaded)*

**Health and Fitness Goals(s)**

Revised 9/4/2011

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

**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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>1. Health and Fitness Goal</b></p> <p><u>Health and Fitness Goal #1:</u></p>	<p>1.1. Lack of time</p> <p>Weather</p> <p>Not enough practice</p>	<p>1.150 minutes of Physical Activity per week will be provided to all students.</p> <p>2. Students will run every PE class with the PE teacher.</p> <p>3. PE Teacher will model affective physical fitness.</p>	<p>1.1. PE Teacher, Administration</p> <p>Lesson plans</p> <p>Observation of classes</p>	<p>1.1. Data analysis of Pacer Test to assess.</p>	<p>1.1. Pacer Test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>

**2012-2013 School Improvement Plan (SIP)-Form SIP-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 51% on the pretest to 61%% on the posttest.

51% (47)    61% (56)

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

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

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

**Additional Goal(S)    Problem-Solving**

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

**Process to  
Increase  
Student  
Achievement**

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<b>1. Additional Goal</b>	1.1.  Numerous assessments  Time to grade student work  Not built into academic calendars	1.1. Key staff will provide training on the importance and facilitation of providing feedback to students.	1.1.  <u>WHO</u> Principal, Trained Staff members  <u>HOW</u> Lesson plans Walk throughs	Who and how will the fidelity be monitored?  How will the evaluation tool data be used to determine the effectiveness of strategy?  1.1. "Quick" PLC informal surveys will be administered during the school year every two months.	1.1.  Informal Survey

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

The percentage of **teachers** who strongly agree and somewhat agree with the indicators that “teachers that I work with provide frequent and timely feedback to support student learning” on the School Climate and Perception Survey for Instructional Staff will increase from 79% in 2012 to 82% in 2013

79%                  82%

### 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



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

Student Feedback K-5<sup>th</sup> Resource Teachers School wide

On-going throughout the year

Informal Survey

Administration

Reading Coach

Administration

*End of Additional Goal(s)*

**NEW Goals(s) For the 2012-2013 School Year**

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

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

<p><b>C. Students scoring proficient/satisfactory performance in Listening/Speaking.</b></p>	<p>1.1.</p>	<p>1.1.</p> <p><b>See Reading ELL Goal 5C.1&amp; Reading Goal 1</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 40% to 45%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
<p><b>40%</b></p>						
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

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		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.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>D. Students scoring proficient/satisfactory performance in Reading.</b>	2.1.	2.1. <b>See Reading ELL Goal 5C.1&amp; Reading Goal 1</b>	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 37% to 40%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>37%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>E. Students scoring proficient/satisfactory performance in Writing.</b></p>	<p>2.1.</p>	<p>2.1.</p> <p><b>See Reading ELL Goal 5C.1&amp; Reading Goal 1</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 35% to 40%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>35%</p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Goal(s) for the 2012-2013 School Year**  
**Science, Technology, Engineering, and Mathematics (STEM) Goal(s)**

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1</u>	1.1	1..1	1.1.	1.1.	1.1.
Implement/expand project/problem-based learning in math, science and STEM subjects	Need common planning time for math, science, and ELA.  Materials needed	-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	Who and how will the fidelity be monitored?  Administration	How will the evaluation tool data be used to determine the effectiveness of strategy?  Review of lesson plans and daily walk-throughs	Data sharing during PLC's

**STEM Professional Development**

**Professional Development (PD) aligned with Strategies**

Revised 9/4/2011

**2012-2013 School Improvement Plan (SIP)-Form SIP-1  
through  
Professional  
Learning  
Community  
(PLC) or PD  
Activity**

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC and Team Meetings focus on STEM lesson planning.	K-5 <sup>th</sup>	Math Resource Teacher  Math and Science teachers	Math and Science Teachers	On-going throughout the year	Review lesson plans during walk-throughs and observe math and science lessons	Administration

**Elementary CTE Goal and Strategies  
NEW**

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

## 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	Strategy Data Check	Student Evaluation Tool
<u>CTE Goal #1</u>	1.1	1..1	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	1.1.
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 <u>2</u> in 2011-2012 to <u>4</u> in 2012-2013.	Time	-Invite community businesses to present and share with students about CTE  -Implement assemblies with students regarding CTE career choices.  -Morning Show exposure to different careers	Administration	Sign-ins	Log of CTE events

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

CTE training regarding K-5 Administration CTE Teachers  
CTE careers in the DOE  
Content Clusters

November, 2012

Log of events and attendance

Administration

*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.

Yes

No

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

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

<b>Describe the use of SAC funds.</b>			
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 Goal 1 & ELL 5C.1	EasyCBM for students not currently enrolled	\$70	\$105
Math Goal 1	Student Incentives for Math achievement	\$360	\$360
See Math, Goal 1	Food snacks for students attending Saturday School	\$150	
Reading Goal 1	Renaissance Learning, Inc for STAR Testing	\$431.57	\$431.57
Parent Involvement Goal 1.1	Supplies (including food) to support Math Family Night on 2/19/13)  Clarifying details: Vendors included Pizza Hut, Target, and Publix.	\$300	
Reading Goal 1	Subscription to Scholastic Storyworks magazine	\$105.73	
Health and Fitness Goal	Student Incentives for Running Club	\$54.20	\$54.20
Final Amount Spent			

<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance
<b>60%</b>	<b>63%</b>

Mathematics

Goal #5C:

The percentage of ELL students

**Revised 9/4/2011**

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

Scoring proficient  
satisfactory on the 2013 FCAT/ Math  
will increase from 60% to 63%.

2013 Expected Level of Performance:

**49%**

2012 Current  
Level of  
Performance:

**43%**

Mathematics Goal  
#5D:

The percentage  
of SWD scoring  
proficient/  
satisfactory on the  
2013 FCAT Math  
will increase from  
43% to 49%.

Revised 9/4/2011

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