

Florida Department of Education



Boyette Springs Elementary School

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Boyette Springs Elementary School	District Name: Hillsborough County
Principal: Kelly McMillan	Superintendent: Mary Ellen Elia
SAC Chair: Danielle Murphy	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

[Hillsborough 2012](#)

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Kelly McMillan	Primary ESOL Ed. Leadership	1	6	11/12: A 10/11: A 95% AYP 09/10: B 79%AYP 08/09: B 95% AYP
Assistant Principal	Amanda Williams	Early Childhood Gifted K-12 Principal	11	2	11/12: A 10/11: B 77% AYP 09/10: A 90% AYP 08/09: A met AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Megan Goode	Elem Ed K-6 ESOL	2	2	11/12: A 10/11: B 100% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. Opportunities for teacher leadership	Site Administration	ongoing	
3. Scheduled time for teacher collaboration	Site Administration	ongoing	
4. School-based teacher recognition programs	Site Administration	ongoing	
5. District Mentor Program	District Mentors	ongoing	
6. District Peer Program	District Peers	ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field and/or are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>Teachers</p> <ul style="list-style-type: none"> 6 out of field, need to complete ESOL courses or add ESOL Endorsement to their Teaching Certificate 	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> Completing classes need for certification Provide class coverage for the teachers to observe other teachers Discussion of what teachers learned during the observation(s) <p><u>Reading Coach</u></p> <ul style="list-style-type: none"> The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>PLC</u></p> <ul style="list-style-type: none"> The teachers will attend PLC meetings for on-going growth. They will understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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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	% ESOLE or SED Teachers
(51)	3% (2)	22% (11)	53% (27)	22% (11)	41% (21)	100% (51)	3% (2)	6% (3)	83% (30)

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tammy Geiger <i>(District EET Mentor)</i>	Melissa Ivy – Second Year Teacher	Mrs. Geiger is with the EET initiative. She has strengths in mentoring, and increasing student achievement.	Weekly visits to include modeling, conferencing and problem solving.
Danielle Murphy <i>(School Based Mentor)</i>	Melissa Ivy – Second Year Teacher	Miss Murphy has 10 years experience and is the PLC facilitator for second grade.	Weekly co-planning and problem solving in PLC.
Tammy Geiger <i>(District EET Mentor)</i>	Anna Marie Zipper – First Year Teacher	Miss Geiger is with the EET initiative. She has strengths in mentoring, and increasing student achievement.	Weekly visits to include modeling, conferencing and problem solving.

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<p>Danielle Murphy (School Based Mentor)</p>	<p>Anna Marie Zipper - First Year Teacher</p>	<p>Miss Murphy has 10 years experience and is the PLC facilitator for second grade.</p>	<p>Weekly co-planning and problem solving in PLC.</p>
<p>Megan Goode (School Based Mentor)</p>	<p>Anna Marie Zipper - First Year Teacher</p>	<p>Mrs. Goode is the school's reading coach.</p>	<p>On-going modeling of lessons, and observation with feedback.</p>

Additional Requirements

Coordination and Integration-Title I Schools Only

N/A

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

- Principal – Kelly McMillan
- Assistant Principal - Amanda Williams
- Guidance – Valerie Hyer
- School Psychologist - Lindsey Ewers
- School Social Worker – Coretta Henderson
- Reading Coach – Megan Goode
- ESE Team Leader – Nichole Rice
- PLC Facilitators – Nancy Larsen, Lisa Powell, Danielle Murphy, Amy Wynne, Ruth Garcia, Stefanie Ferguson, Patricia Lewkowicz
- SAC Chair – Danielle Murphy

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Describe how the school-based MTSS Leadership Team functions. How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction and intervention is matched to student needs. We use performance levels and learning rates over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide data to address the progress of low-performing students and determines the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSS works closely with our Leadership Team, Reading Leadership Team, and School Advisory Council, with several members serving on more than one of these teams to ensure continuity and information sharing across the school. The MTSS will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Implementation and support of PLCs
- Implementation of research-based, scientifically validated instructional strategies and/or interventions
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and progress monitoring.
- Use intervention planning forms to communicate initiatives between the MTSS and PLCs.

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

- The MTSS Leadership Team, along with the faculty and SAC, were involved in School Improvement Plan development activities that were conducted during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the document that guides the work of the MTSS Leadership Team. A large part of the work of the MTSS is outlined in the Action Steps, Evaluation Process, Evaluation Tools, and Professional Development of the School Improvement Plan.
- Since one of the main tasks of the MTSS is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed. Monitoring will take place by following the steps in Problem Solving: Problem Identification, Problem Analysis, Intervention Design, and Evaluate Success.
- The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSS team through the PLC facilitators who are part of the MTSS Leadership Team.

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.

Boyette will use the Core Continuous Improvement Model (C-CIM) to assess, analyze weekly in PLC, and plan reinforcements and interventions.

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
Baseline and Midyear District Assessments (FCAT 2.0 forms B and C)	Scantron Achievement Series, Data Wall	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, and, Science: BOY, MOY, and EOY Writing- Monthly Demand Writes	Scantron Achievement Series, Data Wall	MTSS, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network, Data Wall	Reading Coach, Teachers, PLCs
CELLA	Sagebrush (IPT)	ELL MTSS Representative
DRA-2	School Generated Excel Database information is gathered and stored on thumb drives for each grade level	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team

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Common Assessments* (<i>see below</i>) of chapter tests using district adopted materials for Math (Go Math) and Reading (Treasures) that support our curriculum (NGSSS and CCS)	Subject Area Generated Database	PLC Facilitators, content area contacts, individual teachers, MTSS
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*A Common Assessment covers a “chunk” of instruction within the District adopted texts (Go Math and Treasures) which support our curriculum (NGSSS and CCS). It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and assessments from adopted materials which support our curriculum): Treasures Benchmark Running Records, Go Math	School Generated Database in Excel	MTSS/ ELP Facilitator/ELP Teachers
FAIR Ongoing Progress Monitoring	School Generated Database in Excel	MTSS/ Reading Coach
Ongoing assessments within Continuous Improvement Activities	School Generated Database in Excel	MTSS/PLC/Individual Teachers
Research-based Computer-assisted Instructional Programs: I-Station and FASST Math	Assessments included in computer-based programs	PLCs/Individual Teachers

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Staff received training at faculty meetings during the 2011-2012 school year. This training will continue in an "as needed" format during the 2012-2013 school year. MTSS members who attended the district level MTSS/RtI trainings serve as consultants to the PLCs to guide the process of data review and interpretation. The MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe the plan to train staff on MTSS.

- As the district develops resources and staff development courses on MTSS/RtI, these tools and staff development sessions will be conducted with staff as they become available.
- Professional Development sessions will occur during Tuesday faculty meeting times.
- Teachers will be provided with tools and resources. A folder is available on Boyette Internal with examples of tracking charts, individual progress monitoring sheets, ways to identify Tier 1,2,3 students, what to graph and how.
- School Psychologist will provide teachers with strategies at PLCs and faculty meetings.

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, and school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Principal – Kelly McMillan
- Assistant Principal – Amanda Williams
- Reading Coach – Megan Goode

Grade level reading teachers that have demonstrated the ability to move student learning forward as evidenced by student data in 2011-2012: Dianna Simon (reading contact), Stephanie Payne (KG), Lisa Powell (1st), Danielle Murphy (2nd), Amy Wynne (3rd), Michelle Findlay (4th), Stephanie Ferguson (5th)

Describe how the school-based LLT functions.

The LLT is a subset of the MTSS Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The team will meet bi-weekly to discuss how they can:

- Provide teacher Support
- Provide RtI Support
- Provide professional development opportunities in faculty meetings

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

- Implementation and evaluation of the SIP reading goals and strategies across the content areas.
- Professional Development (rigor and text-based questions)
- Co-planning, modeling, and observation of researched-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan

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- Supplemental Educational Services (SES) Notification

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. PLCs struggle with analyzing data how to structure curriculum conversations and data analysis to deepen their learning.</p>	<p>1.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Within their PLCs, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't 	<p>1.1. Who -Principal -AP -Instruction Coaches -PLC facilitators</p> <p>How -PLCS turn their logs into administration - Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SMART Goal.</p> <p>Leadership Team Level -PLC facilitators share SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -PLCs record and report during-the-grading period SMART goal outcomes to administration and leadership team.</p>	<p>1.1. 3x per year - FAIR -FCAT 2.0 Forms A, B, C</p> <p>During the Grading Period Pre/Mid Point/ End of unit Common assessments including: Treasures updated selection tests, Time for Kids, and teacher created assessments</p>		
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		<p>learn?</p> <p>4. How will we respond if they already know it?__</p> <p><u>Actions/Details</u></p> <p>-PLCs use a Plan-Do-Check-Act to guide their discussion and focus.</p> <p>-Steps will be listed in PLC logs</p> <p>Teachers will use mini-lessons to reinforce skills taught and enrich students who have mastered skills.</p>					
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<p><u>Reading Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 65% to 68%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>65%</p>	<p>68%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p>	<p>2.1. See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>				
<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 38% to 41%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>							
	<p>38%</p>	<p>41%</p>							

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		2.2.	2.2.	2.2.	2.2.	2.2.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	B.1.	B.1. See Goal 1.1	B.1.	B.1.	B.1.		

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<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 69 points to 72 points.								
	69 points	72 points						
		3.2.	3.2.	3.2.	3.2.	3.2.	3.2.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1. See Goal 1.1	4.1.	4.1.	4.1.		

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<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>							
	<p>63 points</p>	<p>66 points</p>							
		4.2.	4.2.	4.2.	4.2.	4.2.	4.2.		
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>				
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>			

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years Boyette Springs will reduce their achievement gap by 50%.</p>	<p>PLCs struggle with analyzing data how to structure curriculum conversations and data analysis to deepen their leaning.</p>	<p>See Goal 1.1</p>					
<p><u>Reading Goal #5:</u> The percentage of students not scoring proficient on the 2017 FCAT Reading (or equivalent test) will decrease from 35% to 23%</p>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1.</p>	<p>5A.1. See Goal 1.1</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>			
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White students scoring proficient on the 2013 FCAT/FAA Reading will increase from 69% to 72%.							
The percentage of Black students scoring proficient on the 2013 FCAT/FAA Reading will increase from 43% to 49%.							
The percentage of Hispanic students scoring proficient on the 2013 FCAT/FAA							

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Reading will increase from 49% to 63%.							
	White: 69 Black: 43 Hispanic:59 Asian: N/A American Indian: N/A	White: 72 Black: 49 Hispanic: 63 Asian: N/A American Indian: N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1 See Goal 1.1	5B.1.	5B.1.	5B.1.		

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

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1 -Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students.</p> <p><u>Action Steps</u> -With the assistance of the Reading Coach and trained staff,</p>	<p>5C.1 <u>Who</u> -School based Administrators -PLC Facilitators</p> <p><u>How</u> PLC logs with specific ELL information turned into administration. Administrative walk throughs during weekly PLCs.</p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitators share ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.1 - FAIR -FCAT 2.0 Forms A, B, C</p> <p><u>During the Grading Period</u> Pre/Mid Point/ End of unit Common assessments including: Treasures updated selection tests, Time for Kids, and teacher created assessments</p>		
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		<p>teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/ speaking, reading and writing.</p> <p>-PLCs/teachers plan for accommodations for core curriculum content and assessment.</p>					
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<p><u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient on the 2013 FCAT/FAA Reading will increase from 23% to 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>33%</p>	<p>40%</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.1. Strategy/Task SWD student achievement improves through PLCs implementation of the Plan-Do-Check-Act model in order to plan and carry out lessons and assessments with appropriate strategies and modifications. Actions Plan -What are standards that our SWD need to learn? -How will we assess these standards for our SWD? -What does mastery look</p>	<p>5D.1 <u>Who</u> -School based Administrators -PLC Facilitators <u>How</u> PLC logs with specific SWD information turned into administration. Administrative walk throughs during weekly PLCs.</p>	<p>5D.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitators share SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1 -- FAIR -FCAT 2.0 Forms A, B, C <u>During the Grading Period</u> Pre/Mid Point/ End of unit Common assessments including: Treasures updated selection tests, Time for Kids, and teacher created assessments Data aggregated with SWD performance</p>		
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		<p>like?</p> <p>Plan for the "Do"</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies will we use to help SWD learn?</p> <p>Reflect on the "Do" Checks for Understanding during the unit.</p>					
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		<p>Teachers reflect and discuss:</p> <ul style="list-style-type: none"> -What worked within the lesson? Why was it successful? -What didn't work within the lesson? Why? -How do we take what we have learned and apply it to future lessons? <p>Reflect/Check – Analyze Data</p> <p>Discuss:</p> <ul style="list-style-type: none"> -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? 					
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		<p>-What are SWD not learning? Why is this occurring?</p> <p>Act on the Data</p> <p>-What are we going to do about SWD not learning?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>					
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Reading Goal #5D:	2012 Current Level of Performance: *	2013 Expected Level of Performance:*					
The percentage of SWD students scoring proficient on the 2013 FCAT/FAA Reading will increase from 41% to 44%.							
	41%	44%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

Reading Professional Development

Professional Development (PD) aligned with Strategies through

Hillsborough 2012

2012-2013 Boyette Springs Elementary School Improvement Plan

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 Facilitators	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
Identification of common assessments	K-5	PLC Facilitators	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team
Checks for understanding	K-5	PLC Facilitators	School-wide	PLCs: On-going	Classroom walk-throughs	Reading Coach Administration Team
Using mini-lessons to re-teach and reinforcement essential skills in the core curriculum	K-5	Reading Coach PLC Facilitators Reading Coach	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team Reading Coach

End of Reading Goals

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Elementary School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. PLCs struggle with analyzing data how to structure curriculum conversations and data analysis to deepen their learning.</p>	<p>1.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Within their PLCs, teachers focus on the following four questions:</p> <p>5. What is it we expect them to learn?</p> <p>6. How will we</p>	<p>1.1. Who -Principal -AP -Instruction Coaches -PLC facilitators How -PLCS turn their logs into administration -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at</p>	<p>1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitators share SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -PLCs record and report during-the-grading period SMART goal outcomes to administration and leadership team.</p>	<p>1.1. 3x per year - BOY, MOY, and EOY county math assessments During the Grading Period - Pre/Mid Point/End of unit Common assessments including: goMath, and grade teacher created assessments</p>		
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		<p>if they have learned it?</p> <p>7. How will we respond if they don't learn?</p> <p>8. How will we respond if they already know it?</p> <p><u>Actions/Details</u></p> <p>-PLCs use a Plan-Do-Check-Act to guide their discussion and focus.</p> <p>-Steps will be listed in PLC logs</p>	Leadership Team				
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<p><u>Mathematics</u> Goal #1:</p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 68% to 71%.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
	<p>68%</p>	<p>71%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p>	<p>2.1 See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 31% to 34%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	31%	34%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1.	3.1. See Goal 1.1	3.1.	3.1.	3.1.		

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<p><u>Mathematics</u> <u>Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 73 points to 76 points.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
	<p>73 points</p>	<p>76 points</p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1.</p>	<p>4.1. See Goal 1.1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 55 points to 58 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>55 points</p>	<p>58 points</p>					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u> The percentage of students not scoring proficient on the 2017 FCAT Math (or equivalent test) will decrease from 32% to 14%							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1.	5A.1. See Goal 1.1	5A.1.	5A.1.	5A.1.		
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Math Goal #5A:	2012 Current Level of Performance:	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 69% to 72%.	*						
The percentage of Black_ students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 39% to 45%.							
The percentage of Hispanic_ students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 73% to 76%.							

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	White:69 Black:39 Hispanic:73 Asian: N/A American Indian: N/A	White:72 Black:45 Hispanic:76 Asian: N/A American Indian: N/A					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1. See Goal 1.1	5B.1.	5B.1.	5B.1.		

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<u>Mathematics</u> <u>Goal #5B:</u>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>e.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>e.*</u>									
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 43% to 49%.											
	43%	49%									
		5B.1.	5B.1.	5B.1.		5B.1.	5B.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		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1 -Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students.</p> <p><u>Action Steps</u> -Teachers</p>	<p>5C.1 <u>Who</u> -School based Administrators -PLC Facilitators</p> <p><u>How</u> PLC logs with specific ELL information turned into administration. Administrative walk throughs during weekly PLCs.</p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitators share ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.1 -CELLA</p> <p><u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests Go Math, EOY, MOY, and EOY District assessments</p>		
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		<p>analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/ speaking, reading and writing.</p> <p>-PLCs/ teachers plan for accommodations for core curriculum content and assessment.</p>					
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<p><u>Mathematics</u> <u>Goal #5C:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 33% to 40%.</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance:</u>*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u>*</p>					
	<p>33%</p>	<p>40%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General education teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.1. Strategy/ Task SWD student achievement improves through PLCs implementation of the Plan-Do-Check-Act model in order to plan and carry out lessons and assessments with appropriate strategies and modifications. Actions Plan -What are standards that our SWD need to learn?</p>	<p>5D.1 <u>Who</u> -School based Administrators -PLC Facilitators <u>How</u> PLC logs with specific SWD information turned into administrative. Administrative walk throughs during weekly PLCs.</p>	<p>5D.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitators share SWD 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>During the Grading Period</u> -Core curriculum end of core common unit/segment tests with data aggregated for SWD performance GoMath, BOY, MOY, and EOY District Math assessments</p>		
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		<p>-How will we assess these standards for our SWD?</p> <p>-What does mastery look like?</p> <p>Plan for the "Do"</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies</p>				
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		<p>will we use to help SWD learn?</p> <p><i>Reflect on the "Do" Checks for Understanding during the unit.</i></p> <p>Teachers reflect and discuss:</p> <p>-What worked within the lesson? Why was it successful?</p> <p>-What didn't work within the lesson? Why?</p> <p>-How do we take what we have learned and apply it to future lessons?</p>					
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		<p>Reflect/ Check – Analyze Data</p> <p>Discuss:</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>Act on the Data</p> <p>-What are we going to do about SWD not learning?</p>				
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		-How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?					
<u>Mathematics Goal #5D:</u> The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 41% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%	43%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

End of Elementary or Middle School Mathematics Goals Hillsborough 2012

2012-2013 Boyette Springs Elementary School Improvement Plan

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PLC facilitators	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
Identification of common assessments	K-5		Math	PLCs: On-going	Classroom walk-throughs	Administration Team

End of Mathematics Goals

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Elementary School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. PLCs struggle with analyzing data how to structure curriculum conversations and data analysis to deepen their learning.</p>	<p>1.1. Strategy Student achievement improves through teachers working collaboratively to focus on learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Within their PLCs, teachers focus on the following four questions:</p> <p>9. What is it</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators</p> <p><u>How</u> -PLCS turn their logs into administration - Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitators share SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>2x per year</u> - Science BOY, MOY, and EOY tests</p> <p><u>During the Grading Period</u> - Pre/Mid Point/End of unit Common assessments including: Nat. Geo. unit tests and teacher created assessments</p>		
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		<p>we expect them to learn?</p> <p>10. How will we know if they have learned it?</p> <p>11. How will we respond if they don't learn?</p> <p>12. How will we respond if they already know it?__</p> <p>Actions/Details</p> <p>-PLCs use a</p>				
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		<p>Plan-Do-Check-Act to guide their discussion and focus.</p> <p>-Steps will be listed in PLC logs</p> <p>-Teachers will gradually release responsibility to students.</p>					
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<p>Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 54% to 57%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54%</p>	<p>57%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1.</p>	<p>2.1. See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>					
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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 15% to 18%.							
	15%	18%					
		2.2.	2.2.	2.2.	2.2.	2.2.	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) Hillsborough 2012

2012-2013 Boyette Springs Elementary School Improvement Plan

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
Identification of common assessments	K-5	Course specific PLC facilitators	PLC	PLCs: On-going	Classroom walk-throughs	Administration Team
Gradual Release	K-5	Course specific PLC facilitators	PLC	PLCs: On-going	Classroom walk-throughs	Administration Team

End of Science Goals

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Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. PLCs struggle with analyzing data how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.</p>	<p>1.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Within their PLCs, teachers focus on the following</p>	<p>1.1. <u>Who</u> -Principal -AP -Instructional Coaches -PLC facilitators <u>How</u> -PLCS turn their logs into administration - Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitators share SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u> - Hillsborough Writes <u>During the Grading Period</u> - Pre/Mid Point/End of unit Common assessments including: monthly Pioneer Writes</p>		
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2012-2013 Boyette Springs Elementary School Improvement Plan

		<p>four questions:</p> <p>13. What is it we expect them to learn?</p> <p>14. How will we if they have learned it?</p> <p>15. How will we respond if they don't learn?</p> <p>16. How will we respond if they</p>				
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2012-2013 Boyette Springs Elementary School Improvement Plan

		<p>already know it?__</p> <p>Actions/ Details</p> <p>-PLCs use a Plan-Do-Check-Act to guide their discussion and focus.</p> <p>-Steps will be listed in PLC logs</p> <p>- Teachers will hold conferences with students to gauge their understanding and</p>				
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2012-2013 Boyette Springs Elementary School Improvement Plan

		respond if students have not mastered a concept.					
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 88% to 91%.							
	88%	91%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

Writing/Language Arts Professional Development

Hillsborough 2012

2012-2013 Boyette Springs Elementary School Improvement Plan

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 Writing Contact	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
Open-ended conferencing questions	K-5 Writing		PLC-grade level and vertical teams	Through PLC meetings once a month	PLC review of conferencing notes, Post-conference revised student pieces Walk-throughs targeted to monitor open-ended conferencing questions	Teacher, Team Members, Writing Contact, APEI

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1. Most students with significant unexcused absences have personal or family issues that impact attendance	1.1. The PSLT will meet weekly to monitor the fidelity of the school's Attendance Plan and to discuss targeted students	1.1. SSW will maintain attendance data base PSLT will review attendance reports	1.1. PSLT will examine data monthly	1.1. Attendance Reports Attendance Plan		

2012-2013 Boyette Springs Elementary School Improvement Plan

<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<p>1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% from 47 in 2011-2012 to 42 in 2012-2013.</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will remain the same.</p>							
	95%	96%					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	47	42					

2012-2013 Boyette Springs Elementary School Improvement Plan

	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0	0					

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

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

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

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease						
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2012-2013 Boyette Springs Elementary School Improvement Plan

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

2012-2013 Boyette Springs Elementary School Improvement Plan

<p>1. Suspension</p>	<p>1.1. Lack of consistency among staff members in regards to enforcement of school rules and consequences Lack of consistency in classroom procedures and routines</p>	<p>1.1. The Managing & Motivating Committee will meet regularly to establish methods for teaching and reinforcing the school-wide rules and expectations Teachers will follow a series of documentation on Student behavior cards before initiating Office Referral -PSLT will provide intervention support to teacher teams in regards to behavior</p>	<p>1.1. Admin PSLT "behavior" subgroup Teachers</p>	<p>1.1. PSLT and Steering Comm. will review data on Discipline Referrals and out of school suspensions monthly 3rd Grading Period Check: School rules are posted, behavior policies are communicated to parents, classroom incentives encourage good behavior</p>	<p>1.1. Crystal Report (Reports on Dem and) suspension data</p>		
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2012-2013 Boyette Springs Elementary School Improvement Plan

<p>Suspension Goal #1:</p> <p>1. The total number of In-School Suspensions will decrease by 10%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%</p>	<p><u>2012 Total Number of</u> <u>In-School</u> <u>Suspensions</u></p>	<p><u>2013 Expected Number</u> <u>of</u> <u>In-School Suspensions</u></p>						
	3	2						
	<p><u>2012 Total Number of</u> <u>Students Suspended</u></p>	<p><u>2013 Expected Number</u> <u>of Students Suspended</u></p>						
	3	2						
	<p><u>2012 Number of Out-</u> <u>of-School Suspensions</u></p>	<p><u>2013 Expected Number</u> <u>of</u> <u>Out-of-School</u> <u>Suspensions</u></p>						

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	2	1					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of-School</u>	<u>Out-of-School</u>					
	2	1					

Suspension Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PSLT Members	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) On-Going	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intervention Support	K-5 All		PLCs		Meet with PLCs to determine understanding and Progress.	PSLT Members

End of Suspension Goals

Health and Fitness Goal(s)

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

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1. Students do not have healthy fitness routines.	1.1. Health and physical activity initiatives developed and implemented by the Physical Education Coach	1.1. Principal.	1.1. Data on the number of students scoring in the Healthy Fitness Zone (HFZ) PE Teacher's Lesson Plans	1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.		

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<u>Health and Fitness Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 40% on the Pretest to 50% on the Posttest.							
	40% (45)	50% (57)					
		1.2. Time-scheduling Teacher Directed PE Lessons	1.1. Students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Principal	1.1. Classroom walkthroughs class schedules	1.1. Information from classroom walkthroughs	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development

Hillsborough 2012

2012-2013 Boyette Springs Elementary School Improvement Plan

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

Continuous Improvement Goal(s)

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

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

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<p>1. Continuous Improvement Goal</p>	<p>1.1. PLCs not happening or not effective.</p>	<p>1.1. PLC log templates will be created that include the SIP's goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.</p>	<p>1.1. <u>Who</u> Administration PLC Facilitation <u>How</u> - Administration will review PLCs logs</p>	<p>1.1. PSLT will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>		
<p><u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that "the school has a culture of congeniality and trust (under Teaching and Learning)" will increase from 58% in 2012 to 65% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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	58%	65%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

Continuous Improvement Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs Plan-Do-Check-Act Model	Leadership Team	Leadership Team	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs	Leadership Team
	All teachers	Subject Area Leaders PLC Facilitators			Administrator and leadership attendance at PLC meetings PLC Survey data	

End of Additional Goal(s)

2012-2013 Boyette Springs Elementary School Improvement Plan

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1.</p>	<p>A.1. Not enough students in this subpopulation.</p>	<p>A.1. See Reading Goal 1.1</p>	<p>A.1.</p>	<p>A.1.</p>		
<p><u>Reading Goal A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>						

2012-2013 Boyette Springs Elementary School Improvement Plan

		A.2.	A.2.	A.2.	A.2.	A.2.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1. Not enough students in this subpopulation.	B.1. See Reading Goal 1.1	B.1.	B.1.		

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Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A						
		B.2.	B.2.	B.2.	B.2.	B.2.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

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<p>C. Students scoring proficient in Listening/Speaking.</p>	<p>1.1.</p>	<p>1.1. See Reading Goal 1.1</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 56% to 59%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>56%</p>					
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1.</p>	<p>2.1. See Reading Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<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 23% to 26%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>23%</p>					
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p>	<p>2.1. See Writing Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	

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<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 18% to 21%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>18%</p>					

NEW Math Florida Alternate Assessment Goals

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
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2012-2013 Boyette Springs Elementary School Improvement Plan

<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1. Not enough Students in this subpopulation</p>	<p>F.1. See Math goal 1.1</p>	<p>F.1.</p>	<p>F.1.</p>	<p>F.1.</p>		
<p><u>Mathematics Goal F:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	N/A	N/A					
		F.2.	F.2.	F.2.	F.2.	F.2.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1. Not enough Students in this subpopulation.	G.1. See Math Goal 1.1	G.1.	G.1.	G.1.		

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<u>Mathematics Goal</u> <u>G:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	N/A	N/A					
		G.2.	G.2.	G.2.	G.2.	G.2.	

NEW Geometry End-of-Course Goals *(High School ONLY)

N/A

NEW Science Florida Alternate Assessment Goal

Elementary Science Goals	Problem-Solving Process to Increase Student Achieveme						
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2012-2013 Boyette Springs Elementary School Improvement Plan

	nt						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1. Not enough Students in this subpopulation.	J.1. See Science Goal 1.1	J.1.	J.1.	J.1.		
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

2012-2013 Boyette Springs Elementary School Improvement Plan

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1. Not enough Students in this subpopulation.	M.1. See Writing Goal 1.1	M.1.	M.1.	M.1.		

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<p>Writing Goal M:</p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					

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

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

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<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1</p> <p>Need common planning time for math, science, and other STEM teachers</p>	<p>1.1</p> <p>-Explicit direction for STEM to be a part of professional learning communities.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1</p> <p>PLC or grade level lead</p> <p>Subject area contacts</p>	<p>1.1</p> <p>Administrative walk-throughs</p>	<p>1.1</p> <p>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

STEM Professional Development

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

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

PD Content /Topic
and/or PLC Focus

Grade Level/
Subject

PD Facilitator
and/or
PLC Leader

PD Participants
(e.g. , PLC, subject, grade level, or school-wide)

Target Dates and Schedules
(e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Hillsborough 2012

2012-2013 Boyette Springs Elementary School Improvement Plan

End of STEM Goal(s)

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

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

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<p><u>CTE Goal #1:</u></p> <p>Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 4 in 2012-2013.</p>	<p>1.1.</p> <p>Scheduling Field Trip</p>	<p>1.1.</p> <p>Provide field trip to JA BIZ Town for fifth grade students to learn more about career choices.</p>	<p>1.1.</p> <p>Assistant Principal will monitor to ensure field trip takes place.</p>	<p>1.1.</p> <p>Students will write about the experience and the 5th grade PLC will discuss the effectiveness and record in PLC Log.</p>	<p>1.1.</p> <p>Log of students who attend field trip.</p> <p>Writing selections about the experience.</p>
	<p>1.2.</p> <p>Obtaining Speakers to volunteer.</p> <p>Finding time for speakers within the daily curriculum.</p>	<p>1.2.</p> <p>Bring in speakers during the great American Teach In so that students may learn about careers available.</p>	<p>1.2.</p> <p>Assistant Principal and Guidance Counselor will initiate and monitor speakers.</p>	<p>1.2.</p> <p>Students will write about their experiences. Grade level PLCs will discuss effectiveness and record in PLC logs.</p>	<p>1.2.</p> <p>Log of speakers who attend.</p> <p>Student writing selections.</p>

CTE Professional Development

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

2012-2013 Boyette Springs Elementary School Improvement Plan

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

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

2012-2013 Boyette Springs Elementary School Improvement Plan

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, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes No

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

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

2012-2013 Boyette Springs Elementary School Improvement Plan

Reading 1.1	Classroom Library books	600.00	
Math 1.1	Resource books to enrich students	60.00	
Science 1.1	Science Bins with resources and materials	500.00	
Reading 1.1	Dictaphones to monitor fluency	200.00	
Final Amount Spent			