

Florida Department of Education



FOSTER ELEMENTARY School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Foster Elementary	District Name: Hillsborough County
Principal: Nicole Bennett	Superintendent: MaryEllen Elia
SAC Chair: Christina Copeland	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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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	Nicole Reynard Bennett	BA Mass Communications MS Educational Leadership K-6 Elementary Ed, ESOL	5	5	2008-09 B 82%, 2009-10 C 77%, 2010-11 B 87%, 2011-12 C
Assistant Principal	Tiffaney Mikell	BA Elementary Ed MS Educational Leadership K-6 Elem Ed, ESOL NBCT	1	1	2011-2012 EET Mentor

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Writing/ Reading Resource	Lorena Grant	B.A. 1-6 Elem. Ed. Business Vocational ESOL	5	6	10-11 B 87%AYP Foster 92% proficiency, 09-10 C 77% AYP Foster, 86% proficiency,
Reading Resource	Darcy House	B.A.1-6 Elem. Ed Early Childhood M. Ed in Curriculum Instruction NBCT ESOL	6	6	10-11 B 87%AYP Foster 53% proficiency, 65% gains, 60% lowest quartile 09-10 C 77% AYP Foster, 53% proficiency, 57% gains. 43% lowest quartile
Math Resource	Joseph Ratasky	B.A. 1-6 M.A. 8-12 Mathematics Elem. Ed. ESOL	4	4	10-11 B 87%AYP Foster 53% proficiency, 65% gains, 60% lowest quartile 09-10 C 77% AYP Foster, 65% proficiency, 65% gains. 77% lowest quartile
Reading Coach	Angela Katz	BA K-6 MA in Early Childhood ESOL	4	4	10-11 B 87%AYP Foster 53% proficiency, 65% gains, 60% lowest quartile 09-10 C 77% AYP Foster, 53% proficiency, 57% gains. 43% lowest quartile

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	Principal & Leadership Team	June 2012	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. Regular time for teacher collaboration	Principal	ongoing	
5. District Peer Program	District Peers	ongoing	
6. School-based teacher recognition system	Principal	ongoing	

Non-Highly Qualified Instructors

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5	Staff is in compliance and currently taking their ESOL coursework

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	(7) 13%	(16) 31%	(10) 19%	(18) 35%	(18) 35%	(47) 92%	(2) 3%	(1) 1%	(30) 58%

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
Caitlin Cook	Danielle Warren	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Marissa Means	Adam Theilbule	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Marissa Means	Helen Smith	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Marissa Means	Meagan Congdon	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Marissa Means	Milissa Ramos	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Marissa Means	Kaitlyn VanNatter	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Marissa Means	Natalie Chehour	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors
Title I, Part C- Migrant
Title I, Part D
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
Supplemental Academic Instruction (SAI) will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
Nutrition Programs
Housing Programs

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Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team. **Foster Elementary**

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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?

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to improve other long-term outcomes (behavior, attendance, etc.). The team uses the PLC Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet 2-4 times monthly and use the problem solving process:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science (elementary)
 - Extended Learning Programs during and after school (elementary)
 - Saturday Academy (elementary)
- **Designated intervention block (elementary)**
- Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- 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 F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- 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).
- Use intervention planning forms to communicate initiatives between the PSLT 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 Chair of SAC is a member of the PSLT.

The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year

- The School Improvement Plan is the working document that guides the work of the PSLT. 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.
 - The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT 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 PSLT team through the *grade level (elementary) or subject area (middle) or department (high)* PSLT representatives.
 - The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals 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 interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful(SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLC, Teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network, Spreadsheets Data Wall	Reading and Math Resource/ PLC Facilitator
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	PLC logs	PLC Facilitators/PSLT
DRA-2	School Generated Spreadsheets	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Spreadsheets	Individual Teacher

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Spreadsheet	PSLT/ ELP Facilitator
FAIR OPM/Easy CBM	School Generated Spreadsheet	PSLT/ Reading Resource
Other Curriculum Based Measurement	School Generated Database in Excel	PSLT/PLCs

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Describe the plan to train staff on MTSS. The school psychologist joined grade level PLCs and trained grade levels on the new MTSS process and documentation
Describe plan to support MTSS. Support will come from PLC facilitators, grade level consultants and administration. Documentation will provided through PLC logs and MTSS folders this will be monitored by administration

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: Principal, Assistant Principal, Reading Coach, Reading Teachers, Media Specialist, Teachers across content areas (Language Arts, Math, Science, Social Studies) who have demonstrated effective reading instruction as reflected through positive student reading gains
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies 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 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. Incentives and motivational activities will also be discussed in LLT.
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none">• Implementation and evaluation of the SIP reading strategies across the content areas , monitor common core Professional Development, Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas, Data analysis (on-going)

NCLB Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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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 five 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 Dr. Eric. J. Smith, Florida 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. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is 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. 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.

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. Analysis of Barriers determined our strategy and tasks.</p>	<p>1.1. Strategy Student reading comprehension improves when students are required to utilize comprehension strategies and provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted higher-order text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <u>Action Plan:</u> Reading Task 1.1.1 Teachers in the classroom will: --embed Reciprocal Teaching Strategies in reading lessons --ask text dependent questions that require students to engage in frequent higher order thinking and questioning as defined by Webb's Depth of Knowledge --scaffold questioning based on student needs Reading Task 1.1.2 The Reading Coach will: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent</p>	<p>1.1 <u>Who</u> -Principal -Assistant Principal -Academic Coach -Reading Coach -Reading Resource Teachers <u>How</u> -Walkthroughs looking for higher order text-dependent questions and evidence of lesson planning embedding reciprocal teaching strategies and rigorous tasks -Coaching Log of Support for Teachers</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. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction -The academic coach and reading coach meets with the principal to map out a high-level summary plan of action for the school year. -Every two weeks, the reading coach meets with the principal to review log, work accomplished and develop a detailed plan of action for the next two weeks.</p>	<p>1.1. <u>3x per year</u> -FAIR -District Reading Form Tests <u>During the Grading Period</u> -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis</p>		
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		<p>questions</p> <p>--Facilitate the selection of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis and support teachers through co-planning, modeling, co-teaching, debriefing, and conferencing</p>					
<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 32% to 35%.</p> <p>The percentage of students scoring at 70% or higher on FAIR PRS AP1 is 67%, by the end of kindergarten 85% of kindergarten students will score 70% or higher on FAIR PRS AP3</p> <p>The percentage of students in 1st grade scoring at a Stanine 4 or higher in 2011-2012: Word Study: 52% (11-12) / 58% (12-13) Reading Comprehension: 45% (11-12)/50% (12-13) Total Reading: 42% (11-12) /48% (12-13)</p> <p>The percentage of students in 2nd grade scoring at a Stanine 4 or higher was 35%, by the end of 2nd grade students will score 40% or higher on SAT 10</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	32	35					
	39	43					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1 Teacher training is needed on close reading strategies.	2.1. Strategy Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion	2.1. <u>Who</u> -Principal -Assistant Principal -Academic Coach -Reading Coach -Reading Resource Teachers <u>How</u> -Walkthroughs looking for higher order text-dependent questions and evidence of other close reading strategies using complex text -Coaching Log of Support for Teachers	2.1. <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. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction	2.1. <u>3x per year</u> -FAIR -District Reading Form Tests <u>During the Grading Period</u> -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 20%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15	20					

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. Analysis of Barriers determined our strategy and tasks.</p>	<p>3.1. Strategy Student achievement improves through the amount of time students are actively engaged reading text. Action Plan Task 3.1.1 Teachers in the classroom will: --select high interest, engaging text for shared reading lessons --model reading strategies and release students to independently read the text during shared reading --implement the First 20 days of Reading lessons to establish independent reading procedures --plan for and monitor students’ independent reading --gradually increase student independent reading time to build reading stamina --implement student reading response journals --implement ongoing one on one student reading conferences with every student</p>	<p>3.1 <u>Who</u> -Principal -Assistant Principal -Academic Coach -Reading Coach -Reading Resource Teachers -Classroom Teachers <u>How</u> -Walkthroughs looking for evidence of Independent Reading Components -Silent Reading Behaviors Observation Checklist</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on each student’s level of reading engagement to determine needs and to differentiate the level of support provided to each student. <u>PLC Level</u> -PLCs reflect on observation checklist and independent reading conference forms to drive future instruction. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction</p>	<p>3.1. <u>3x per year</u> -FAIR -District Reading Form Tests <u>During the Grading Period</u> -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis -One on One Student Reading conference evidence -Student Reading Response Journals with rubric reflection from teachers/students</p>		

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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 66 points to 70 points.							
	66	70					

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		3.2.	<p>3.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Using data from previous assessments and the backwards design model, each team will meet weekly to plan together.</p> <p>Action Plan Task 3.2.1 Teachers will: --meet with teams at least once a week to plan together --implement assessments and analyze the data before the planning session. --be prepared to share and be an active participant in the planning process. Task 3.2.2 The Reading Coach will: --ask guiding questions throughout the planning process to ensure text stopping points, higher-order text based questions and the gradual release of responsibility model are embedded throughout all areas of the Reader's Workshop Model.</p>	<p>3.2. Who -Principal -Assistant Principal -Academic Coach -Reading Coach -Reading Resource Teachers</p> <p>How -PLC Notes -Teacher Lesson Plans -Coaching Log of Support for Teachers</p>	<p>3.2. 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.</p> <p>Leadership Team Level -Data is used to drive teacher support and student supplemental instruction</p>	<p>3.2. 3x per year -FAIR -District Reading Form Tests</p> <p>During the Grading Period -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis</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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?		Student Evaluation Tool		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. Analysis of Barriers determined our strategy and tasks.</p>	<p>4.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Teams will plan together the appropriate RTI focus for all below level students. Action Plan Task 4.1.1 Teachers will: --meet once a month in PLCs to discuss individual student progress --implement OPM assessments Task 4.1.2 The reading coach and administration will conduct one-on-one data chats with individual teachers using the teacher's student past and/or present data</p>	<p>4.1. Who -Principal -Assistant Principal -Academic Coach -Reading Coach -Reading Resource Teachers -PSLT Facilitator How -PLC Notes -Student RTI packets with OPM data</p>	<p>4.1 Teacher Level -Teachers reflect on individual student interventions and OPM data to revise or continue current interventions. PLC Level -PLCs reflect on interventions and OPM data to revise or continue students' interventions Leadership Team Level -Data is used to drive teacher support and student supplemental instruction</p>	<p>4.1. 3x per year -FAIR -District Reading Form Tests During the Grading Period -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis -Intervention OPM</p>		
<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 65 points to 68 points.</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>					

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		4.2. Analysis of Barriers determined our strategy and tasks.	4.2 Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Plan Task 4.2.1 -Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.2. Who -Principal -Assistant Principal -Reading Coach -Reading Resource Teachers -PSLT Facilitator -Classroom Teachers How -ELP attendance records -Student OPM data	4.2. Teacher Level -Teachers reflect on individual student interventions and OPM data to revise or continue current interventions. PLC Level -PLCs reflect on interventions and OPM data to revise or continue students' interventions Leadership Team Level -Data is used to drive teacher support and student supplemental instruction	4.2. 3x per year -FAIR -District Reading Form Tests During the Grading Period -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis -Intervention OPM	
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	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	5A.1.	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.		
<p>Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 32% to 39%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 33 Black: 32 Hispanic:48 Asian: N/A American Indian: N/A</p>	<p>White: 40 Black: 39 Hispanic:48 Asian: N/A American Indian: N/A</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>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1.</p>	<p>5B.1. See Goals 1, 3, & 4</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 43%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>37</p>	<p>43</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>		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p>	<p>5C.1. See Goals 1, 3, & 4</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		

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Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 47% to 52%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47	52					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1. See Goals 1, 3, & 4	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37	43					

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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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
Independent Reading	Reading	Angie Katz/ Kim Jacobs	K-5	September/ early Release Monday	Lesson plans/Walkthroughs	Reading Coach/Administration

End of Reading Goals

Elementary Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. Lack of understanding of how to implement the core curriculum. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). - New Kindergarten and 1st grade Go Math Series, possible confusion about how to implement all of the resources and using the Instructional Guideline -Lack of content knowledge of students from prior grade level instruction.</p>	<p>1.1. <u>Strategy:</u> Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model(C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model <u>Action Steps:</u> 1.) PLCs write SMART goals based on each nine weeks of material. 2.) Based on data, teachers will a) decide what skills need to be re-taught in whole lesson to the entire class, b) decide what skills need to be moved to mini lessons or re-teach for the whole class and c) decide what skills need to be re-taught to targeted students. 3.) Math Contact teacher will attend District Math</p>	<p>1.1. Leadership team <u>How</u> -Monthly meetings with PLST to review evaluation tools. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration. PSLT will review the calendars/logs and make progress statements at the end of each nine weeks.</p>	<p>1.1. Administration Faculty <u>How</u> PLC assessment data will be discussed and shared at faculty PLC meetings (Quarterly) Using assessment data, plan, reinforce and provide enrichment and remediation lessons/activities. (2x monthly)</p>	<p>1.1 <u>2x Per Year</u> District baseline and mid-year testing <u>During Nine Weeks</u> - District and Go Math Formative Assessments -FASTT math assessments (monthly)</p>	
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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 40% to 45%.</p> <p>Kindergarten – 2nd grade Goals in Math (Stanford 10)</p> <p>In grade 2, the percentage of students scoring a Stanine 5 or higher on the Stanford 10 will increase from 42% to 48%.</p> <p>In grade 1, the percentage of students scoring a Stanine 5 or higher on the Stanford 10 Problem Solving will increase from 45% to 50 %.</p> <p>K-Goals will be incorporated in January based on mid year test</p>							

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	40	45					
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		<p>1.2. See 1.1</p>	<p><u>1.2. Strategy:</u> Tier1- The purpose of this model is to strengthen the core curriculum. Students reading comprehension will improve by using <u>Flexible regrouping of students</u> throughout the reader’s workshop to differentiate instruction based on students need to meet the Sunshine State Standards. <u>Action Steps:</u> 1.) Weekly, teams will collaborate and regroup students based on student need. Teachers will determine the math skills targeted for the weekly sessions based on student performance during the previous week. 2.) Resource teachers will provide students either a re-teach or enrichment session. 3.) Teachers provide D1 to targeted students (remediation and enrichment).</p>	<p>1.2. <u>Who</u> Leadership Team</p> <p><u>How</u> -Another fidelity tool will be the teacher’s lesson plans or log of student groups.</p>	<p>1.2 see 1.1.</p>	<p>1.2. see 1.1</p>	
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		1. See 1.1	1.3. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, math teachers will increase the number of <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. <u>Action Steps:</u> Action Steps: 1.) During planning as a grade level and with the math resource teacher, attention will be paid into including at least 2 of the SMPs into weekly lesson plans for math. The SMPs will be determined by teachers based on the Instructional Guidelines given forth by the district	1.3. <u>Who</u> PSLT <u>How</u> Grade level PLC logs turned into administration	1.3. see 1.1	1.3. see 1.1	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1. see 1.1	2.1. see 1.1	2.1. see 1.1	2.1. see 1.1	2.1. see 1.1		
<u>Mathematics Goal #2:</u> In grades 3-5, the percentage of students scoring a Level 4 or 5 on the 2013 FCAT Math will increase from 13 to 16.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	13	16					
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. see 1.1	3.1. see 1.1	3.1. see 1.1	3.1. see 1.1	3.1. see 1.1		
<u>Mathematics Goal #3:</u> The students in grades 3-5 making learning gains r on the 2013 FCAT Math will increase from 40 to 45 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	40	45					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1. see 1.1	4.1. see 1.1	4.1. see 1.1	4.1. see 1.1		
<u>Mathematics Goal #4:</u> The students in grades 3-5 scoring in the lowest 25% making learning gains on FCAT Math will increase from 36 to 40 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	36	40					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goal 1	5A.1.	5A.1.	5A.1.		
Reading Goal #5A: The percentage of Black students making satisfactory progress on the 2013 FCAT/FAA Math will increase from 41% to 47%. The percentage of Hispanic students making satisfactory progress on the 2013 FCAT/FAA Math will increase from 48% to 48%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White: N/A Black:41 Hispanic:48 Asian: N/A American Indian: N/A	White: N/A Black:47 Hispanic:48 Asian: N/A American Indian: N/A					
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	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: The percentage of economically disadvantaged students making satisfactory progress in the 2013 FCAT/FAA Math will increase from 37% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37	43					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1. See Goal 1	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: The percentage of ELL students making satisfactory progress in the 2013 FCAT/FAA Math will increase from 47% to 52%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	47	52					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1. See Goal 1	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D.</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 37% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37	43					

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SMP	Math	Joe Ratasky	K-5	September	walkthroughs	Math Resource/Administration

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End of Mathematics Goals

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. Teachers are at varying levels with Higher Order Thinking questioning strategies. - Teacher are at varying levels of integrating the reading of science into science classes. -Teachers are at varying levels of challenging the students scientifically with the inquiry process and scientific method. -Providing resources through K-5 for instruction</p>	<p>1.1. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, math teachers will increase the number of <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. <u>Action Steps:</u> 1.) PLCs write SMART goals based on each nine weeks of material. 2.) Based on data, PLCs use the problem-solving process to determine next steps of planning student engagement through the use of: technology, hands-on experiences, higher order questions, interactive science notebooks, use of</p>	<p>1.1. Leadership Team <u>How</u> Grade level PLC logs turned into administration</p>	<p>1.1. <u>Who</u> Faculty Administration <u>How</u> PLCs- periodic (weekly or bi-weekly) progress monitoring of assessment scores, teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.</p>	<p>1.1. District level baseline and mid-year test <u>During Nine Weeks</u> Mini Assessments Unit/Chapter assessments</p>		
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		interactive word wall (vocabulary) and accountable talk.					
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 28% to 30%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28	30					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. See 1.1	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 0% to 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0	5					

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Analysis of Barriers determined our strategy and tasks.</p>	<p>1.1. Strategy Students' use of mode-specific writing will improve through use of Writer's Workshop daily. Students will apply and demonstrate greater rigor in writing pieces based on grade level appropriate standards, benchmarks and teaching points such as: The Big 5 (capitalization of I and beginning sentences, capitalization of proper nouns, punctuation, subject/verb agreement, verb tense) craft, and elaboration.</p> <p>Action Plan</p> <p>Task 1.1.1 Teachers will: -meet monthly in PLC's with support from the writing resource teacher to engage in professional development to increase literacy content knowledge. -Discuss student on-going progress through viewing writing samples with STAR/SMILE Interviews and exit interviews -Discuss across grade levels to</p>	<p>1.1. Who -Principal -Assistant Principal -Writing Resource Teacher -Classroom Teachers</p> <p>How -PLC Agendas and Logs -Walkthroughs looking for writer's workshop implementation -Instructional Focus</p>	<p>1.1. Teacher Level -Teachers reflect on lesson outcomes and student writing to drive future instruction. PLC Level -PLCs reflect on trends and needs from writing conferences and demand writes data to drive future instruction. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction</p>	<p>1.1. -K-1st Sample work and SMILE Interviews -K -1st Writing Checklist -2-5th Monthly demand writes data grid and STAR Interviews and EXIT Interviews. - 2-5th Informal Writing conferences</p>		
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		<p>promote greater rigor by samples of exemplar student writings for grade level expectations. -Determine trends and needs across grade levels through informal writing conferences.</p> <p>Task 1.1.2 Teachers will implement best practice in the writer's workshop model. -adhere to the time frames of the writer's workshop model. -provide a read aloud for students to see other authors use of the craft focus, elaboration, and identifying the main idea. -provide modeled/ shared writing including a plan, for students to hear and see the writing thought process and exemplar examples of the craft focus and elaboration. -provide appropriate time for students to write independently in order to practice writing focus, craft and elaboration. -assess the needs of students through one on one conference to determine future instructional focus and student</p>					
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		<p>intervention needs by use of intervention log. -provide a time for students to share use of craft and elaboration.</p> <p>Task1.1.3 Writing Resource Teacher will support teachers through planning, modeling, co-teaching, debriefing, and teacher student data chats.</p>					
<p><u>Writing/LA Goal #1:</u> The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 91% to 92%.</p> <p>68% of our 2nd grade students scored at a level 1 on September Writes, by February 2013 40% of our students will score at a level 2 or higher</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	91	92					

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		Conducting exit writing conferences.	<p>1.2.Strategy Students will apply and demonstrate greater rigor in writing pieces based on further use and experience of one on one conferences for differentiated instruction.</p> <p>Action Plan Task 1.2.1 Writing Resource Teacher and all 4th grade teachers will implement the STAR Interview process for one on one conferences ensuring one STAR Interview and Exit STAR Interview per month per student. Informal writing conferences will be held weekly.</p>	<p>1.2. <u>Who</u> -Principal -Assistant Principal -Writing Resource Teacher -4th Grade Teachers</p> <p><u>How</u> -PLC's Log -Teacher records of STAR Interviews, Exit STAR Interviews and Informal Conferences</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on demand writes data and STAR & EXIT STAR Interviews to drive future instruction. <u>PLC Level</u> -PLCs reflect on trends and needs from monthly demand writes data and STAR/EXIT Interviews to drive future instruction. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction</p>	<p>1.2. -Monthly demand writes data grid (grades 3 & 4) and STAR Interviews & Exit Interviews</p>	
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Writing/Language Arts Professional Development

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

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End of Writing Goals

Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. There is not a system to reinforce parents for facilitating improvement in attendance</p> <p>Most students with significant unexcused absences (10+) have serious personal/family and/or health issues that impact attendance.</p>	<p>1.1. On a daily basis, Parent Link contacts all parents PSLT students have an unexcused absence to school.</p> <p>When a student reaches 5 days of unexcused absences/tardies teacher contacts the parents via the phone and records documentation (to be used for an Attendance Referral if needed)</p> <p>Attendance is rewarded to the classes with perfect attendance monthly</p> <p>Attendance/tardies are rewarded via social worker/guidance counselor or teachers based on individual contracts for students with excessive absences/tardies who improve their attendance/tardies</p> <p>Daily graphing of attendance per grade level posted on morning show</p> <p>Weekly attendance trophy presented to class by grade level</p>	<p>1.1.1 Social Worker Log regarding attendance meetings and data discussed midway and at the end of each quarter.</p>	<p>1.1. PSLT will disaggregate attendance data midway and at the end of each quarter for the students with 5 or more unexcused absences and students with attendance referral and maintain communication log about these children</p>	<p>1.1. Attendance reports Tardy reports Attendance plan</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Attendance Goal #1:</u> 1. The attendance rate will increase from 94.24% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 20% 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 25%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>94.24</p>	<p>96</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>101</p>	<p>80</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>133</p>	<p>100</p>					

<p>Professional Development (PD) aligned with Strategies through Professional</p>						
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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Attendance Goals

Suspension Goal(s)

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

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<p>1. Suspension</p>	<p>1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior</p>	<p>1.1. The Motivation and Management Committee will meet each month to continue to implement and address school-wide behavior, specifically inappropriate behavior and disruptions. Behavior scenarios for teachers will also be used during faculty meetings. CHAMPS refresher offered during preplanning and the use of the behavior clipboard which will be used school-wide.</p> <p>RTI will be started for students on an individualized basis regarding behavior.</p>	<p>1.1. PSLT notes Assistant Principal PLC notes Teacher created behavior tracking sheets</p>	<p>1.1. PSLT and FBA team review data through Education Connection and the Instructional Planning Tool quarterly</p>	<p>1.1. Main frame discipline data</p>		
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<p><u>Suspension Goal #1:</u></p> <p>1. The total number of In-School Suspensions will decrease by 0%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 0%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 20%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 1%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	1	1					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	1	1					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	15	12	<p>1.2 Need for more consistent and positive reinforcement School-wide</p>	<p>1.2. Eagle's Best and Terrific Kid will continue as a positive reinforcer for students.</p>	<p>1.2. M& M and attendance</p>	<p>1.2.PSLT will review suspension data and determine the percent of students suspensions per semester</p>	<p>1.2.Monthly suspension data</p>
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					

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	11	10					
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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Suspension Goals

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						

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Based on the analysis of parent involvement 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. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement 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		
2. Parent Involvement <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

Parent Involvement Professional Development

Professional Development						

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(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
		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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1. Health and Fitness Goal	1.1. Students take part in activities that don't support healthy fitness.	1.1. Students will engage in the equivalent of two classes per week of physical education with a certified and 3 days each week of teacher-directed in grades 1 through 5 for a total of 150 minutes per week.	1.1. Administrators	1.1. Checking of lesson plans Classroom walkthroughs	1.1. Master schedule Lesson Plans		
Health and Fitness Goal #1: During the 2011-2012 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 54 on the Pretest to 61% on the Posttest	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	54	64					
		1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team	1.2. H.E.A.R.T. team	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	1.2.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Continuous Improvement Goal	1.1 Many new faculty members on the staff.	1.1. PLC teams Meet during the day, This allows for more the team to meet with resource and support teams as needed	1.1. Admin PLC Logs	1.1 Leadership will examine feedback from PLCs and determine next steps	1.1 -PLC facilitators will provide feedback to leadership team on the progress of their PLC	

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

<u>Continuous Improvement Goal #1:</u>							
	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	23.1	35					

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

End of Additional Goal(s)

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. See 1.1</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
<p>Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 2%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>74</p>	<p>76</p>					
		<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	
		<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	

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B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1. See 1.1	B.1.	B.1.	B.1.	B.1.		
	Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	9	12					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase						
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	Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/Speaking.	1.1. Teachers knowledge base of CELLA and the various ELL resources available	1.1. 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. Action Plan: Reading Task 1.1.1 -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.	1.1. <u>Who</u> -Principal -Assistant Principal -Reading Resource Teachers <u>How</u> -PLC Log (with specific ELL information)	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. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction	1.1. <u>3x per year</u> -FAIR -District Reading Form Tests <u>During the Grading Period</u> -Common assessments -DRA2 and/or Running Records with Comprehension Check and miscue analysis	

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CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 40%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>						
	37	40					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
D. Students scoring proficient in Reading.	2.1.	2.1. See 1.1	2.1.	2.1.	2.1.		
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 35%.	<u>2012 Current Percent of Students Proficient in Reading :</u>						
	25	35					
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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E. Students scoring proficient in Writing.	2.1.	2.1 See 1.1	2.1.	2.1.	2.1.		
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 17% to 20%.	<u>2012 Current Percent of Students Proficient in Writing.</u>						
	17	20					

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1. See.1.1	F.1.	F.1.	F.1.	F.1.		

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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 2%.							
	74	76					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

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Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10	13					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary 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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J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
Science Goal J: 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						

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		

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M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
Writing Goal M: 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						

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 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>STEM Goal #1:</u></p> <p>Increase the percent of Robotics lessons delivered to 5th grade students from <u>60%</u> in 2011-2012 to <u>95%</u> in 2012-2013.</p>	<p>1.1 Time to plan and include the Robotics Lessons into the 5th grade Science Curriculum.</p>	<p>1.1 Increasing the amount of Robotics Lessons will build the students' science, engineering and technology skills.</p>	<p>1.1 <u>Who:</u> Math Resource Teacher 5th Grade Teachers</p> <p><u>How:</u> Lesson Plans</p>	<p>1.1</p>	<p>1.1</p>
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STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>

End of STEM Goal(s)



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

Career and Technical Education (CTE) Goal(s)

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase the number of careers represented during our Annual Great American Teach In from <u>30</u> in 2011-2012 to <u>35</u> in 2012-2013.	1.1. Finding enough individuals to commit	1.1. Increasing the diversity of careers represented during the Great American Teach In will increase student knowledge of a variety of careers and the skills needed to obtain those careers.	1.1. Who: Guidance Counselor Classroom Teachers How: Participant Sign In	1.1. Leadership Team will analyze data to determine the effectiveness	1.1. Log of number of participants and student comments

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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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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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Describe the use of SAC			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Attendance Goal (1)	Incentives given for students per grade level with perfect attendance weekly and monthly i.e. gift cards, candy, snacks etc.	\$300.00	
Suspension Goal (1.4)	Student of the week incentive to include badges/pins that will be custom made from website and will be displayed in each teacher’s classroom for a student to earn and wear in the school for the entire week. The student selected must exhibit excellent behavior	\$50.00	
Mathematics Goal (1) Mathematics Goal (4)	Place value parent workshop- math supplies used for home activities, supplies used for math games, informational packets distributed to parents, food and drinks for parents and students who attend CiCi’s pizza outing included in the outing- activities involving pizza and math concepts and strategies will be taught at this event. It is no fee to attend or participate, but funds will be needed for transportation. Students who make gains on their Form B math district formative assessment from For A will attend	\$150.00 \$250.00	
Reading Goal (1-1.1)	Reading incentive store in the library, gifts will be displayed once every 9 weeks grading period (or month) for students who made reading gains or have read, taken, passed the most A.R. books in class	\$300.00	
<u>Reading Goal #1</u> :The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase from 74% to 76%.	-Students who make gains -Students who have perfect attendance during the testing periods.	\$181.20	
Final Amount Spent	\$1,231.20		