

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Springhead Elementary School	District Name: Hillsborough
Principal: Ann Rushing	Superintendent: MaryEllen Elia
SAC Chair: Hayley Judah	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Ann Rushing	Masters, BS 1-6, ESOL, School Principal All Levels	7	12	11-12-A 73%of students reading at or above grade level, 85% of bottom quartile making a year’s worth of progress in reading, 75% of students at or above grade level in math, 67% of bottom quartile making a year’s worth of progress in math 10-11-B 63%of students reading at or above grade level, 54% of students making a year’s worth of progress in reading 55% of bottom quartile making a year’s worth of progress in reading, 68% of students at or above grade level in math, 55% of students making a year’s worth of progress in math, 63% of

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					<p>bottom quartile making a year’s worth of progress in math</p> <p>09-10-B, 66%of students reading at or above grade level, 64% of students making a year’s worth of progress in reading 62% of bottom quartile making a year’s worth of progress in reading, 69% of students at or above grade level in math, 60% of students making a year’s worth of progress in math, 68% of bottom quartile making a year’s worth of progress in math AYP-74% 08-09 A-92% AYP 07-08 B-82% AYP</p>
Assistant Principal	Jennifer Magann	Masters, BS 1-6, ESOL, Educational Leadership	4.5	8	<p>11-12-A 73%of students reading at or above grade level, 85% of bottom quartile making a year’s worth of progress in reading, 75% of students at or above grade level in math, 67% of bottom quartile making a year’s worth of progress in math</p> <p>10-11-B 63%of students reading at or above grade level, 54% of students making a year’s worth of progress in reading 55% of bottom quartile making a year’s worth of progress in reading, 68% of students at or above grade level in math, 55% of students making a year’s worth of progress in math, 63% of bottom quartile making a year’s worth of progress in math 08-09 A-92% AYP 07-08 B-82% AYP</p> <p>09-10-B, 66%of students reading at or above grade level, 64% of students making a year’s worth of progress in reading 62% of bottom quartile making a year’s worth of progress in reading, 69% of students at or above grade level in math, 60% of students making a year’s worth of progress in math, 68% of bottom quartile making a year’s worth of progress in math AYP-74% 08-09 A-92% AYP 07-08 B-82% AYP</p>

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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)
Writing	Gina Guinn	Elementary Education 1-6	7	3	11-12-A 91% at or above in Writing 10-11-B 74% AYP 09-10-B 74% AYP
Reading	Tanya Middlebrooks	BS 1-6 ESOL	3	5	11-12 A 73% at or above in Reading 10-11 B 74% AYP 09-10- B-74% AYP 08-09-B-74% AYP
Science	Amy Laplante	BS 1-6, Gifted, Exceptional Student Ed.	2	4	11-12- 43% at or above in Science 10-11 B 74% AYP 09-10-D-82% AYP 08-09-C-82% AYP
Math	Hayley Judah	BS K-6 , ESOL, M.eD Collaborative Teaching and Learning	6	1	11-12-A 75% at or above in Math 10-11 B 74% AYP 09-10- B-74% AYP 08-09-B-74% 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. Recruitment Fairs	District Staff	June	
3. District Peer Program	District Staff	Ongoing	

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4. School-based teacher recognition system	Principal	Ongoing	
5. Opportunities for teacher leadership	Principal	Ongoing	
6. Regular Time for teacher Collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8 Teachers Out of Field Need ESOL certification	<p><u>Administrators</u> Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification

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
68	4% 3	19% 13	38% 26	38% 26	16% 11	100% 68	2% 2	1% 1	69% 47

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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
Tressa Jones	Nicole Clark	Mrs. Jones is a Mentor with the district’s EET initiative. Due to her strengths in the areas of leadership, mentoring, and increasing student achievement, she will serve as an excellent Coach to Mrs. Clark a first year teacher.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving, on-going co-planning, modeling of lessons and observation with feedback
Tressa Jones	Melissa Nation	Mrs. Jones is a Mentor with the district’s EET initiative. Due to her strengths in the areas of leadership, mentoring, and increasing student achievement, she will serve as an excellent Coach to Mrs. Nation a first year teacher.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving, on-going co-planning, modeling of lessons and observation with feedback

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 The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students’ needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II N/A

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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 The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team.</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • Writing Resource Teacher • Science Resource Teacher • Math Resource Teacher

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- ESE Teacher
- ESOL Resource Teacher

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 core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The MTSS Leadership team meets weekly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Task Force (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The PSLT and SAC were involved in the School Improvement Plan development that was initiated during preplanning for the 2011-12 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.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team has revamped the structure of daily focus groups and will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

MTSS Implementation

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

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability (KRT, FLKRS, Fitness Gram)	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science (Math Formative, Reading Formative, Monthly Writing Formatives)	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Guidance Counselor, Teacher/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. (Formative Tests, FAIR, EasyCBM, GoMath Chapter	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member

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Tests, Monthly Writing Prompts)		
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT
Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (Formative Reading and Math Tests, Running Records, Fluency Checks, Chapter Tests from GoMath, Go Math Reteaching materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC,

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (Literacy Task Force).

The Literacy Leadership Team serves as the school's Literacy Task Force. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) 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 goals and strategies identified on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development

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- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

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.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. 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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT 2.0 Reading will increase from 47% to 50%	<u>2012 Current Level of Performance:*</u> 47%	<u>2013 Expected Level of Performance:*</u> 50%	Teachers at varying levels of implementation of HOTS questioning techniques and Reciprocal Teaching.	HOTS (Higher Order Thinking Skills) questions will be modeled and used in all classrooms <u>Action Steps:</u> Plan HOTS question stems in PLCs. PLCs will bring data to their weekly meetings and reflect/discuss the implications for instruction in the classroom. PLCs will record their work on a feedback log and submit their instructional timelines. PLCs will utilize the reading coach for ideas for incorporating Higher Order Thinking Skills. Implementation of Reciprocal Teaching.	<u>Who</u> Principal AP PLC Leader <u>How</u> - PLC logs turned into administration, who then provides feedback. - Classroom walk-throughs observing these strategies/structures. - Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	<u>Teacher Level</u> - Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. Teacher's lesson plans will show evidence of planned HOTS questions. <u>PLC/Department Level</u> Reading data and HOTS questions will be reviewed within PLCs. <u>Leadership Team Level</u> At the end of each FAIR Assessment Window, data conferences will be held with individual teachers to review progress. Conferences will be held with individual teachers to review progress.	<u>2-3x Per Year</u> - Classroom walk-throughs observing these strategies/structures. - Administrators track use of strategies through EET formal observations, informal observations/pop-ins. - Administrators and teachers will monitor progress through, FAIR, and Formative Assessments. <u>During Grading Period</u> - Classroom walk-throughs observing these strategies/structures. - Administrators track use of strategies through EET formal observations, informal observations/pop-ins and teachers will monitor progress through running records, Treasures Test and Fluency Checks.
				1.2.	1.2.	1.2.	1.2.
			Teachers at varying levels of implementation of	Students' comprehension of course content/standards increase through appropriate	<u>Who</u> Principal AP	<u>Teacher Level</u> Teachers will implement Kagan Structures, Reciprocal	<u>2-3x Per Year</u> - Classroom walk-throughs

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		<p>Kagan Structures, Reciprocal Teaching, The Daily 5, and The Café Book.</p> <p>engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. (EET 3c)</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> -Implement Kagan Structures -Teachers will implement strategies from the <i>Teach Like a Champion</i> book. -Teachers will implement strategies from the <i>Reciprocal Teaching</i> optional book study. -Teachers attended Reciprocal Teaching refresher training. -Implementation of Reciprocal Teaching. -Kagan Task Force will provide a structure a month for teachers to implement. -Implementation of strategies from Daily Five and The Café Book. 	<p><u>How</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins. 	<p>Teaching, The Daily 5 (K-3) or The Café Book (4-5).</p> <p><u>PLC/Department Level</u> Structure use will be discussed at PLCs. Task Force Members will share one strategy per month with staff members.</p> <p><u>Leadership Team Level</u> N/A</p>	<p>observing these strategies/structures.</p> <ul style="list-style-type: none"> -Administrators track use of strategies through EET formal observations, informal observations/pop-ins. -Administrators and teachers will monitor progress through, FAIR, and Formative Assessments. <p><u>During Grading Period</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins and teachers will monitor progress through running records, Treasures Test and Fluency Checks. 				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool				
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	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>Reading Goal #2:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 will increase from 26% to 30%	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>26%</td> <td>30%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	26%	30%				
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
26%	30%								

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			2.2.	2.2.	2.2.	2.2.	2.2.
			SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2
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.			3.1.	3.1.	3.1.	3.1.	3.1.
			SEE 1.1	SEE 1.1	SEE 1.1	SEE 1.1	SEE 1.1
<u>Reading Goal #3:</u> In grades 3-5, the percentage of ALL Curriculum students making learning gains on the 2013 FCAT 2.0 Reading will increase from 76% to 80%	<u>2012 Current Level of Performance:*</u> 76 points	<u>2013 Expected Level of Performance:*</u> 80 points					
			3.2.	3.2.	3.2.	3.2.	3.2.
			SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2
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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
			SEE 1.1	SEE 1.1	SEE 1.1	SEE 1.1	SEE 1.1
<u>Reading Goal #4:</u> In grades 3-5, the percentage of All Curriculum Students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Reading will increase from 85% to 88%	<u>2012 Current Level of Performance:*</u> 85 points	<u>2013 Expected Level of Performance:*</u> 88 points					
			4.2.	4.2.	4.2.	4.2.	4.2.
			SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2

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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 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
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p>Reading Goal #5:</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5A:</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 34% to 41%.</p>			<p>5A.1.</p> <p>SEE 1.1</p>	<p>5A.1.</p> <p>SEE 1.1</p>	<p>5A.1.</p> <p>SEE 1.1</p>	<p>5A.1.</p> <p>SEE 1.1</p>	<p>5A.1.</p> <p>SEE 1.1</p>
	<p>2012 Current Level of Performance:*</p> <p>Hispanic:34%</p>	<p>2013 Expected Level of Performance:*</p> <p>Hispanic:41%</p>	<p>5A.2.</p> <p>SEE 1.2</p>	<p>5A.2</p> <p>SEE 1.2</p>	<p>5A.2</p> <p>SEE 1.2</p>	<p>5A.2</p> <p>SEE 1.2</p>	<p>5A.2</p> <p>SEE 1.2</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:			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>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>			<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>
	<p>2012 Current Level of Performance:*</p> <p>Y</p>	<p>2013 Expected Level of Performance:*</p>					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5C.1.	5C.1	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 27% to 34%.	2012 Current Level of Performance:* 27%	2013 Expected Level of Performance:* 34%	SEE 1.1	SEE 1.1	SEE 1.1	SEE 1.1
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2
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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1.	5D.1.	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 17% to 25%.	2012 Current Level of Performance:* 17%	2013 Expected Level of Performance:* 25%	SEE 1.1	SEE 1.1	SEE 1.1	SEE 1.1
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2	SEE 1.2
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Structure (Cooperative Learning)	All	Ann Rushing	School-Wide	Monthly	Classroom walk-throughs observing these strategies/structures. -PLC Logs. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Reading Coach
Reciprocal Teaching Refresher	K-5	Tanya Middlebrooks Amy Laplante Antoinette Rogers	PLC Activity	Fall 2012	-Classroom walk-throughs observing these strategies/structures. -PLC Logs. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal
HOTS Questions	K-5	Tanya Middlebrooks	PLC Activity	Ongoing	-Classroom walk-throughs observing these strategies/structures. -PLC Logs. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal
Book Clubs-The Daily 5 (K-3) and The Café Press (4-5)	3-5	Tanya Middlebrooks	K-5 Teachers	Fall 2012	-Classroom walk-throughs observing these strategies/structures. -PLC Logs. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Reading Coach

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT 2.0 Math will increase from 53% to 55%	2012 Current Level of Performance:* 53%	2013 Expected Level of Performance:* 55%	Teachers at varying levels of implementation of HOTS questioning techniques.	HOTS (Higher Order Thinking Skills) questions will be modeled and used in all classrooms. <u>Action Steps:</u> -Plan HOTS question stems in PLCs. -PLCs will bring data to their weekly meetings and reflect/discuss the implications for instruction in the classroom. -PLCs will record their work on a feedback log and submit their instructional timelines. -PLCs will utilize the Math resource teacher for ideas for incorporating Higher Order Thinking Skills.	Who Principal AP PLC Leader How -PLC logs turned into administration, who then provides feedback. -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. Teacher's lesson plans will show evidence of planned HOTS questions. PLC/Department Level Math data and HOTS questions will be reviewed within PLCs. Leadership Team Level N/A	2-3x Per Year -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins. -Administrators and teachers will monitor progress through Formative Assessments. During Grading Period -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.
				1.2.	1.2.	1.2.	1.2.
			Teachers at varying levels of implementation of Kagan Structures.	Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant	Who Principal AP How -Classroom walk-throughs observing these	Teacher Level Teachers will implement Kagan Structures and strategies from <i>Teach Like a Champion</i> . PLC/Department Level Structure use will be	2-3x Per Year -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations,

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			learning. (EET 3c) <u>Action Steps:</u> -Implement Kagan Structures -Teachers will implement strategies from the <i>Teach Like a Champion</i> book. -Kagan Task Force will provide a structure a month for teachers to implement.	strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	discussed at PLCs. <u>Leadership Team Level</u> N/A	informal observations/pop-ins. <u>During Grading Period</u> -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	
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 Standard Curriculum students scoring at Level 4 or higher on the 2013 FCAT 2.0 Math will increase from 22% to 25%.	<u>2012 Current Level of Performance:*</u> 22%	<u>2013 Expected Level of Performance:*</u> 25%					
			2.2. SEE 1.2	2.2. SEE 1.2	2.2. SEE 1.2	2.2. SEE 1.2	2.2. SEE 1.2
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. 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> In grades 3-5, the percentage of ALL Curriculum students making learning gains on the 2013 FCAT 2.0 Math will increase from 70% to 73%.	<u>2012 Current Level of Performance:*</u> 70 points	<u>2013 Expected Level of Performance:*</u> 73 points					

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			3.2. SEE 1.2	3.2. SEE 1.2	3.2. SEE 1.2	3.2. SEE 1.2	3.2. SEE 1.2
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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. SEE 1.1	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> In grades 3-5, the percentage of ALL Curriculum students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Math will increase from 67% 70%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67 points	70 points					
			4.2. SEE 1.2	4.2. SEE 1.2	4.2. SEE 1.2	4.2. SEE 1.2	4.2. SEE 1.2
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>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<u>Mathematics Goal #5A:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Y						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Y						
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Y						

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			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 20% to 28%.			5D.1. See 1.1 and 1.2	5D.1.	5D.1.	5D.1.	5D.1.

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
Kagan Structures (Cooperative Learning)	All	Ann Rushing	School-Wide	Monthly	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Math Resource Teacher
Think Central Components	K-5	Hayley Judah	PLC Activity	Ongoing in PLCs	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies	Principal, Assistant Principal, Math Resource Teacher

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					through EET formal observations, informal observations/pop-ins.	
Problem Solving	K-5	Hayley Judah	PLC Activity	Ongoing in PLCs	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Math Resource Teacher
From Reading to Math (Reading Strategies in Math)	K-5	Hayley Judah	Voluntary Book Study	Spring 2013	Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Math Resource Teacher
Cuisenaire Rod use in the Classroom	K-5	Hayley Judah	Voluntary Training	Spring 2013	Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Math Resource Teacher

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
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 36% to 40%	2012 Current Level of Performance: * 36%	2013 Expected Level of Performance: * 40%	Teachers at varying levels of implementation of HOTS questioning techniques and reciprocal teaching.	HOTS (Higher Order Thinking Skills) questions will be modeled and used in all classrooms. <u>Action Steps:</u> -Plan HOTS question stems for their daily lesson plans in PLCs. -PLCs will bring data to their meetings (as needed) and reflect/discuss the implications for instruction in the classroom. -PLCs will record their work on a feedback log and submit their instructional timelines. -PLCs will utilize the Science Resource Teacher for ideas for incorporating Higher Order Thinking Skills. Implementation of Reciprocal Teaching.	Principal AP PLC Leader <u>How</u> - PLC logs turned into administration, who then provides feedback. -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. Teacher's lesson plans will show evidence of planned HOTS questions. <u>PLC/Department Level</u> Science data and HOTS questions will be reviewed within PLCs. <u>Leadership Team Level</u> N/A	2-3x Per Year -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins. -Administrators and teachers will monitor progress through Formative Assessments. <u>During Grading Period</u> -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins and teachers will monitor progress through Chapter Tests and informal assessments (labs).
				1.2.	1.2.	1.2.	1.2.
			Teachers at varying levels of implementation of Kagan Structures and Reciprocal Teaching.	Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant	Who Principal AP <u>How</u> -Classroom walk-	Teacher Level Teachers will implement Kagan Structures. <u>PLC/Department Level</u> Structure use will be discussed at PLCs.	3x Per Year -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET

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			<p>learning. (EET 3c)</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> -Implement Kagan Structures -Teachers will implement strategies from the <i>Teach Like a Champion</i> book. -Teachers will implement strategies from <i>Reciprocal Teaching</i>. 	<p>throughs observing these strategies/structures.</p> <ul style="list-style-type: none"> -Administrators track use of strategies through EET formal observations, informal observations/pop-ins. 	<p><u>Leadership Team Level</u></p> <p>N/A</p>	<p>formal observations, informal observations/pop-ins.</p> <p><u>During Grading Period</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins and teachers will monitor progress through Chapter Tests and informal assessments (labs).
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. SEE 1.1	2.1. SEE 1.1	2.1. SEE 1.1	2.1. SEE 1.1
<p><u>Science Goal #2:</u></p> <p>In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2011 FCAT Science will increase from 7% to 10%</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>7%</p>	<p><u>2013Expected Level of Performance:*</u></p> <p>10%</p>				
			2.2. SEE 1.2	2.2. SEE 1.2	2.2. SEE 1.2	2.2. SEE 1.2

Science Professional Development

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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
Snapshots of grade level curriculum: physical, earth, space and life	K-5	Amy Stockard-Laplante	PLC	Ongoing	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Science Resource Teacher
Technology Update for National Geographic	K-5	Amy Stockard-Laplante	PLC	Fall 2012	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Science Resource Teacher
Nature of Science Focus	K-5	Amy Stockard-Laplante	PLC	Spring 2013	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal, Assistant Principal, Science Resource Teacher

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
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. The way FCAT Writes is scored will change this year from focusing on content to use of conventions.	1.1. D.I. (Differentiated Instruction) will be modeled and used in all classrooms. <u>Action Steps:</u> Students' writing skills will improve through participation of best practices for teaching writing. Best Practices include: PLC instructional calendars, differentiated instruction, STAR and Smile interviews and effective holistic scoring methods. Teachers will participate in assessment and rubric refresher courses and practice scoring within PLCs. In PLCs, discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchor papers. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, The Writing Resource Teacher will conduct mini-trainings at PLCs and faculty meetings and provide strategies and resources to teach conventions.	1.1. <u>Who</u> Principal AP Writing Resource Teacher Classroom Teacher <u>How</u> PLC logs turned into administration Classroom walk-throughs Formal/Informal Observations	1.1. <u>Teacher Level</u> Teachers implement the ideas based on specific student needs and analysis of STAR/Smile interviews on a monthly basis (after demand writes). <u>PLC/Department Level</u> PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. PLCs will review monthly demand writes to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly demand writes. <u>Leadership Team Level</u> N/A	1.1. <u>2-3x Per Year</u> Monthly Demand Writes will track students' progress toward proficiency <u>During Grading Period</u> Monthly Demand Writes will be reviewed during grade level curriculum chats and used to make instructional decisions
<u>Writing/LA Goal #1:</u> In grade 4, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 91% to 94%.	<u>2012 Current Level of Performance:*</u> 91%	<u>2013 Expected Level of Performance:*</u> 94%					

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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
What Should Your Writing Workshop Look Like	Grades 2-5	Gina Guinn	Teachers 2-5	September 2012	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal AP Writing Resource Teacher
Conventions	All Grades	Gina Guinn	All Teachers	Monthly	-Classroom walk-throughs observing these strategies/structures. -Administrators track use of strategies through EET formal observations, informal observations/pop-ins.	Principal AP Writing Resource Teacher

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.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: The attendance rate will increase from 95.81% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 113 to 100.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	-Most students with significant unexcused absences/tardies (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	-The School Attendance Committee will meet weekly to review the school’s attendance plan and students with excessive absences/tardies. -Social Worker or Guidance Counselor will place student on RtI agenda. -Interventions will be discussed and document on attendance intervention form. -Students will receive an attendance buddy and absences will be closely monitored. -Students who continue to be absent/tardy will move to Tier 3 and will continue to be monitored by Social Worker. -Attendance Remediation Board will be utilized if necessary	Bi-Weekly Meetings with Attendance Committee with appropriate reports RtI Intervention form used by the Social Worker and RtI/PSLT	Attendance Committee will examine data monthly	Attendance Report Attendance Plan RtI Intervention Form
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	95.81%	96%					
	113	100					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
0	0						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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Attendance Plan	All Faculty and Staff	Guidance Counselor	All Faculty and Staff	Fall 2012	Review plan and student data bi-weekly.	Social Worker and Attendance Committee
Attendance Task Force	All Faculty and Staff	Task Force	All Faculty and Staff	Ongoing	Monthly review data	Guidance Counselor,

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: The total number of In-School Suspensions was 2 in 2011-2012 and will decrease to 0 in 2012-2013. -The total number of students receiving Out-of-School Suspension will decrease from 13 in 2011-2012 to 7 in 2012-2013.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Issues with the parents and families	PRIDE Behavioral Expectations and Character Education will be implemented to address school-wide expectations and rules. These will be set through survey and discussion and all staff will be trained on reinforcing class-wide expectations by the Great Expectations Task Force. All classroom and areas throughout the school will display the expectations.	Administration will review discipline data monthly Classroom Walkthroughs by administration	Administration will review discipline data monthly. Teachers will monitor school-wide expectations.	District Incident Report Data
	2	2					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	2	2					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
13	10						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
10	8						
			1.2.	1.2.	1.2.	1.2.	1.2.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Buddy and Mentor Program	Grades K-5	Guidance Counselor	Grade K-5 Teachers	Fall 2012	Administration will monitor monthly discipline data. Daily Monitoring of Contracts by Guidance Counselor	Principal AP Guidance Counselor
PRIDE Positive Expectations	Grades K-5	Principal AP Guidance Counselor	All faculty and staff members	Fall 2012	Administration will monitor monthly discipline data.	Principal AP Guidance Counselor

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				
	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 the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					

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1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
See PIP	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement 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 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				
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.	1.1.	1.1	1.1.	1.1.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of 5 th grade students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 53% on the Pretest to 57% on the Posttest.	2012 Current Level :*	2013 Expected Level :*	-Teachers on time to PE class (Drop-off & Pick-Up) -Student absences or tardies -Testing Window for Pre-Test data was after SIP was due.	Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	Principal AP	Classroom Walk-throughs Class Schedules	Classroom teachers document in their lesson plans the 60 minutes of Teacher Directed PE that students have per week. Physical Education teachers' schedules reflect the remaining 90 minutes of the mandated 150 minutes of PE.
	53%	63%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			-Teachers on time to PE class -Student absences or tardies	Use of the playground or fitness course equipment; walk/jog activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 Minutes of Elem. Physical Education folder on IDEAS.	PE Teacher	Lesson Plans of PE teacher	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Continuous Improvement Goal #1: The percentage of teachers who strong agree or somewhat agree with the indicator that “there is appropriate support for students with disabilities at this school” (under Resource and Support System) will increase from 38% to 50%.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	ESE Teachers at varying knowledge levels of curriculum and scheduling challenges.	ESE Teachers will attend trainings, plan with co-teachers and service all students based on their IEPs. ESE students will also receive targeted instructional support during their focus group time 4 days a week.	Who Principal AP Subject Area Resource Teachers How Data from formal and informal observations	1.1. Administration and Leadership Team will examine feedback.	1.1. PLCs will provide feedback on this goal.
	38%	50%					
	(19)	(25)					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

End of Additional Goal(s)

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 47% to 50%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 47%	See Reading Goals 1.1 and 1.2				
		1.2.	1.2.	1.2.	1.2.	1.2.
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.	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013	<u>2012 Current Percent of Students Proficient in Reading :</u>	See Reading Goals 1.1 and 1.2				

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Reading section of the CELLA will increase from 27% to 30%.	27% (292)					
		2.2.	2.2.	2.2.	2.2.	2.2.
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 15% to 18%.	<u>2012 Current Percent of Students Proficient in Writing :</u> 15% (294)	See Writing Goal 1.1				

NEW 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>STEM Goal #1: Grades K-5 will participate in school-wide STEM Fair and implement a Hydroponics Grant. Grades 4-5 will also implement/participate in the Robotics Club.</p>	1.1. Teacher participation	1.1. To increase participation, mini trainings during PLC's and teacher incentives/recognition awards will be given.	1.1. Evaluated by classroom teachers and Science resource teacher	1.1. Using the STEM rubric will ensure fairness and fidelity in scoring.	1.1. Each project will be evaluated by STEM fair rubric.
	1.2. Availability of students/teachers after school	1.2. Hydroponics strategy will be meeting with Community Sponsors (Grace's Hydroponics)	1.2. Evaluated by classroom teachers and Science resource teacher	1.2. The pretest will show what the students knew and the post test will show what the students have learned.	1.2. SPLASH/Hydroponics grant we are required to take a pre/post test on water conservation.
	1.3. Attending professional development courses connected to these initiatives	1.3. Attending STEM geared training and Robotics PLC's.	1.3. Evaluated by classroom teachers and Science resource teacher	1.3.	1.3. Students will be evaluated through Robotics notebooks and competitions

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

End of STEM Goal(s)

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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.

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
Administrators and teachers will monitor progress.	School Improvement Coordinator	\$827.31	
In grade 4, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 91% to 94%.	Student Tutoring	\$1,146.94	
Students’ comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning.	Various Materials/supplies for teachers/students	\$72.35	
Final Amount Spent			\$2,046.60

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