

# Florida Department of Education



## Knights School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Knights Elementary	District Name: Hillsborough County School District
Principal: Janine L. Hall	Superintendent: MaryEllen Elia
SAC Chair: Sara Cecco	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	Janine L. Hall	ED.S. in Ed. Leadership  M.S. in VE  B.S. Special Education	5	13	11/12 B  10/11 A 90% AYP  09/10: B 69% AYP
Assistant Principal	Leanne B. Smith	M.S. in Ed. Leadership  B.S. K-6	9	1	11/12 B  10/11 A 90% AYP  09/10: B 69% AYP

## Highly Qualified Instructional Coaches

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

Subject	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
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Area		Certification(s)	Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated school year)
Reading	Amy Hunt	M.S. in Adult Education B.S. K-6 ESOL	5	10	11/12 B 10/11 A 90% AYP 09/10: B 69% AYP
Science	Michele Simcox	M.S. in Ed. Leadership B.S. K-6 ESOL	9	3	11/12 B 10/11 A 90% AYP 09/10: B 69% 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 Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	
5. School-based teacher recognition system (Second to None Awards)	Principal	Ongoing	
6. Opportunities for teacher leadership (weekly training for team leaders in Grade Level Leadership meetings )	Principal	Ongoing	
7. Regular time for teacher collaboration (PLCs)	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
<p>Teachers</p> <ul style="list-style-type: none"> <li>● 1 out of field</li> </ul>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><b><u>Administrators</u></b></p> <p>—</p> <p>Meet with the teachers three times per year to discuss progress on:__</p> <ul style="list-style-type: none"> <li>● Completing classes need for certification</li> <li>● Provide substitute coverage for the teachers to observe other teachers</li> <li>● Discussion of what teachers learned during the observation(s)</li> </ul> <p><b><u>Subject Area Leader/PLC</u></b></p> <ul style="list-style-type: none"> <li>● The teacher will attend PLC meetings for on-going focus on student learning and teaching strategies appropriate for students in class.</li> </ul>

**Staff Demographics**

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	9% (6)	35% (23)	28% (18)	28% (18)	34% (22)	99% (64)	3% (2)	2% (1)	66% (43)

**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

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District EET Mentor	Catherine Walker	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.
District EET Mentor	Teresa Moseley	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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District EET Mentor	John Verderame	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.
District EET Mentor	Laura Elfvengren	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.
Leanne Smith (School-based mentor)	Danielle Patterson	Ms. Smith is the Assistant Principal.	Ongoing meetings, observations, and sharing of strategies and updates.



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Leanne Smith (School-based mentor)	Brooke Priest	Ms. Smith is the Assistant Principal.	Ongoing meetings, observations, and sharing of strategies and updates.
Leanne Smith (School-based mentor)	Natosha Doerr	Ms. Smith is the Assistant Principal.	Ongoing meetings, observations, and sharing of strategies and updates.
Leanne Smith (School-based mentor)	Kymerly Tetro	Ms. Smith is the Assistant Principal.	Ongoing meetings, observations, and sharing of strategies and updates.

**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
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<p>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.</p>
<p>Title I, Part C- Migrant</p> <p>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.</p>
<p>Title I, Part D</p> <p>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II</p> <p>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.</p>
<p>Title III</p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>
<p>Title X- Homeless</p> <p>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.</p>
<p>Supplemental Academic Instruction (SAI)</p> <p>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>

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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
N/A

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

School-Based MTSS/Rti Team

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Identify the school-based MTSS Leadership Team.

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Reading Coach
- ESE Specialist
- Representatives from the PLCs for each grade level, K-5
- Migrant Advocate
- ELL Teacher

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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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 School Wide Leadership Team 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 team 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 achieve progress and improve other long-term outcomes (behavior, attendance, etc.). The Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The School Wide Leadership team is considered the main leadership team in our school. The leadership team will meet 4 times monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - Extended Learning Programs before school (math).
  - Designated intervention block for reading (for each grade level)
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Create and monitor an intervention block of time into the master schedule for every grade level for teachers to provide reading intervention and enrichment.
- 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

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- Use of school-based *Curriculum Maps*
  - 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.
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- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
  - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and progress monitor core curriculum and interventions.
  - 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 Grade Level Leadership and School Wide leadership meeting notes to communicate initiatives between the School Wide leadership team and PLCs.

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

**Elementary/Middle/High**

- The School Wide Leadership Team and SAC were involved in the School Improvement Plan development that was initiated during preplanning for the 2012-2013 school year. The Leadership team, SAC and teachers are involved in monitoring the SIP.
- 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 Leadership team 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 will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third Grading Period.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as mentors 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 PSLT mentors.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze 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 (e.g., SMART goals)
  - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

<b>MTSS Implementation</b>



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

**Elementary Middle/High**

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

**Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
District generated assessments from the Office of Assessment and Accountability  <i>Reading Form A, B and C, Math Formative Tests (baseline, midyear and end of year and Science Formative Tests)</i>	Scantron Achievement Series  Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors Writing ( <i>monthly Knights Writes, Hillsborough Writes and Teacher Evaluation Writing</i> )	Scantron Achievement Series  Data Wall  <b><i>PLC Logs</i></b>	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network  Data Sorts on data wall  Spreadsheet of progress	Reading Coach, PLC facilitators

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CELLA	Instructional Planning Tool	ESOL Teacher
Teachers' common core curriculum assessments on units of instruction/big ideas.  1 <sup>st</sup> grade and Kindergarten classes	<i>Curriculum chat forms</i>  <i>Ed-Line</i>  <i>PLC logs</i>	Individual Teachers/ Team Leaders/ PLC Facilitators/Mentor from Leadership Team
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

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

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* ( <i>see below</i> ) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)  Math Assessments from Easy CBM	School Generated Database in Excel	Leadership Team/ Assistant Principal
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

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Other Curriculum Based Measurement	easyCBM  School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Istation Reports	Assessments and graphs included within Istation	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 once a month mini 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 (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

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Describe plan to support MTSS.

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

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

The Reading Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- 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

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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.

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

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

***NCLB Public School Choice***

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

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

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 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 the Commissioner

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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 from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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<p><b>1. FCAT 2.0: Students scoring satisfactory in reading (Level 3-5).</b></p>	<p>1.1. -fidelity and rigor of core instruction needs continuous improvement</p> <p>-lack of full implementation of daily components of Reader's Workshop (read aloud, shared reading, guided reading, independent reading, conferencing)</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the <b>Continuous Improvement Model</b>, creating <b>School-Based Curriculum Maps</b> and adjusting the maps consistently throughout the year.</p> <p><u>Action Steps:</u></p> <p>1. The school will implement grade level PLCs using the continuous improvement model.</p> <p>2. Grade level PLC's will create school -based curriculum maps based on the district maps and student data. Instruction will be aligned in grade level classrooms. Teachers will focus on aligning reading instruction to FCAT 2.0 test item specifications and exposing</p>	<p>1.1.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-School Wide Leadership</p> <p>-PLC</p> <p><u>How</u></p> <p>PLC logs and curriculum maps</p> <p>-Evidence of strategy or targeted skills consistent in grade levels during walkthroughs (as written in school-based curriculum maps).</p>	<p>1.1. <u>Teacher Level</u></p> <p>Teachers will reflect on lessons taught citing specific evidence of learning and use this knowledge to drive instruction.</p> <p><u>PLC/Department Level</u></p> <p>After common assessments, PLCs will evaluate if the students demonstrated mastery on the standards taught. PLCs will use the data to determine skills that need to be retaught to the whole group and to targeted groups. PLCS will update curriculum based on this data.</p> <p><u>Leadership Team Level</u>- data will be shared by Grade Level Leadership. School Wide Leadership team will analyze curriculum maps and ensure rigor and a focus on the standards.</p>	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR</p> <p><u>During Grading Period</u></p> <p>Common assessments</p>		
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		<p>students to a variety complex text including fiction and non-fiction.</p> <p>3. Common assessments will be utilized in order to decide which skills need to be retaught in the core curriculum. School-based curriculum maps will be updated based on data from the assessments.</p> <p>3. PLCs also determine how to differentiate instruction for students who do or do not show mastery (group students for supplemental, intervention and enrichment) using data walls.</p>					
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<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<b>In grades 3-5, the percentage of students scoring Level 3 or higher on the 2013 FCAT Reading will increase from 57% to 60%</b>	<b>57%</b>	<b>60%</b>					

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		<p>1.2.</p> <p>-Loss of instructional time due to scheduling conflicts.</p> <p>-Some students lack basic phonetic skills in order to access grade level text.</p> <p>-Time constraint to provide the full 120 minutes of reading instruction for our highest risk readers</p>	<p>1.2.</p> <p>Students' reading proficiency will improve through the implementation of <b>Walk to Success : a 30 minute supplemental instruction period per day for all grade level students.</b></p> <p><u>Action Steps</u></p> <p>1. Each grade level PLC will analyze FAIR data after each Assessment Period.</p> <p>2. Teachers will create groups based on the needs of the students. Each teacher will provide tier 1, 2, or 3 support to students.</p> <p>3. All students will attend a group based on their needs.</p> <p>3. Teachers will implement research-based programs or use research-based routines with fidelity during an agreed upon 30 minute period daily.</p> <p>4. Ongoing progress monitoring will occur for students in need of tier 2 or tier 3 support.</p>	<p>1.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-Assistant Principal</p> <p>-Reading Coach</p> <p><u>How</u></p> <p>-</p> <p>-EET Pop-Ins</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Monitoring data will be reviewed every nine weeks.</p>	<p>1.2.____</p> <p><u>Teacher Level</u></p> <p>Teachers reflect on instructional routines implemented during Walk to Success and cite specific evidence of learning.</p> <p>Teachers will review students' progress on OPM and FAIR and chart their students' progress towards mastery.</p> <p><u>PLC Level</u></p> <p>PLCs will review OPM for tier 2 and tier 3 students monthly and FAIR data during data sorts 3 times per year and chart improvements. PLCs will determine the level of support for each child during these sorts.</p> <p><u>Leadership Team Level</u></p> <p>School Wide Leadership team will review the opm data and Istation reports to determine effectiveness of tiered support</p>	<p>1.2.</p> <p><u>2-3x Per Year</u></p> <p>FAIR__</p> <p>-</p> <p><u>During Nine Weeks</u></p> <p>Ongoing progress monitoring (Easycbm)</p>	
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			5. PLC's will meet monthly to discuss the progress of groups in Walk to Success and to plan for instruction.		School Wide Leadership team will maintain ongoing student progress monitoring through Easycbm.		
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		<p>1.3.</p> <p>-students lack sufficient background knowledge for complete understanding of grade level text</p> <p>-Teachers are at varying levels of mastery for teaching vocabulary so that transfer occurs to all subject areas and in various contexts.</p>	<p>1.3.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary knowledge and use will increase through use of the 5-day <b>Vocabulary Instructional Routine</b> which includes:</p> <p>-time specified daily for work on vocabulary that is embedded in text</p> <p>-activities that include learning modalities</p> <p>-a routine that will be familiar to students</p> <p><u>Action Steps</u></p> <p>1. All teachers will incorporate indirect and direct vocabulary instruction using simple strategies throughout the day to improve students' schema.</p> <p>2. Grade level PLCs will determine tier 2 words to use for each week's Vocabulary lessons. These will be added to the school-based curriculum map.</p> <p>3. Grade levels come to consensus regarding</p>	<p>1.3.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-School Wide Leadership</p> <p>-PLCs</p> <p><u>How</u></p> <p>1. PLC meeting notes turned in to administration.</p> <p>-Classroom walkthroughs observing the 5-day Vocabulary Instructional Routine and student learning.</p>	<p>1.3.</p> <p><u>Teacher Level</u></p> <p><u>PLC Level</u></p> <p>PLCs will review data at PLC meetings.</p> <p><u>Leadership Team Level</u></p> <p>School Wide Leadership team will review the data with Grade Level Leadership team.</p>	<p>1.3.</p> <p><u>2x Per Year</u></p> <p>FAIR, Vocabulary Assessment (K-2)</p> <p><u>During Nine Weeks</u></p> <p>-Students' writing samples and written responses reflecting vocabulary taught</p>	
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			<p>progress monitoring for measuring vocabulary in alignment with FCAT Reporting Category 1.</p> <p>4. Assess students with identified progress monitoring tools monthly.</p> <p>5. Bring data to PLC for comparison. Design lessons and further instruction based on trends.</p> <p>4. Reading coach and resource teachers will provide additional training, modeling, and coaching during PLC's and during faculty mini meetings.</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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1. -Historically, the focus has been on improving reading comprehension of students who were below grade level.  -Lack of focus on enrichment instruction and higher order thinking strategies for on and above level students.  -Text selection has not been at the rigor necessary for students to score at a high level on FCAT.  -Students are more capable than they have shown on standardized tests. Students need to take ownership of their own reading and thinking and not be read to</p>	<p>2.1. Students' reading proficiency will improve through the implementation of <b>Walk to Success : a 30 minute supplemental instruction period per day for all grade level students.</b>  <b>Action Steps</b> 1. Each grade level PLC will analyze FAIR data after each Assessment Period. 2. Teachers will create groups based on the needs of the students. Each teacher will provide tier 1, 2, or 3 support to students. 3. All students will attend a group based on their needs. 3. Teachers will implement research-based programs or use research-based routines with</p>	<p>2.1. <u>Who</u> -Principal -Assistant Principal -Reading Coach  <u>How</u> -Evidence from provider binders- lesson plans, attendance, use of instructional planning guides with targeted skill. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.</p>	<p>2.1. <u>Teacher Level:</u> Teachers reflect on instructional routines implemented during Walk to Success and cite specific evidence of learning.  Teachers will review students' progress on common assessments FAIR to chart their students' progress towards mastery.  <u>PLC Level:</u> PLCs will review FAIR data during data sorts 3 times per year and chart improvements. PLCs will determine the level of support for each child during these sorts.  <u>Leadership Team Level</u> School Wide Leadership team will review the FAIR reports to determine effectiveness groups.</p>	<p>2.1. <u>2-3x Per Year</u>  FAIR  <u>During Grading Period</u> Common assessments</p>		
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	as much as they read closely independently.	fidelity during an agreed upon 30 minute period daily using the instructional planning guide with specific target skills to be implemented daily.  4. Ongoing progress monitoring will occur for students in need of tier 2 or tier 3 support.  5. PLC's will meet monthly to discuss the progress of groups in Walk to Success and to plan for instruction.					
<u>Reading Goal #2:</u>  <b>In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 28% to 31%</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>28%</b>	<b>31%</b>					



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		2.2.__ Differentiation amongst our AGP students	2.2.__ Implementation of a multi leveled tiered support for AGP students.  1.All AGP students will attend science (tier 1). Some students need an increased challenge in other subject areas (such as reading and math). These students will complete projects through Renzulli. The AGP teacher will do reading conferences with students to deepen understanding of text.	2.2.__ Curriculum chats with administration – classroom and AGP teachers  -Monitor increase of comprehension on FAIR	2.2.__ <u>PLC Level:</u> PLCs will review FAIR data during data sorts 3 times per year and chart improvements. PLCs will determine the level of support for each child during these sorts.  <u>Leadership Team Level</u> School Wide Leadership team will review the FAIR reports to determine effectiveness groups.	2.2.__ <u>2-3x Per Year</u> FAIR  <u>During Grading Period</u> Common assessments Renzulli	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>3.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>3.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>3.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>3.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>3.1. See 1.1 &amp; 1.2 &amp;1.3</p>		
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<p><u>Reading Goal #3:</u></p> <p><b>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 69 to 72 points.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>69</b></p>	<p><b>72</b></p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1.  -Time during the day to implement another 30 minute intervention for students who need the tiered support.</p>	<p>4.1. <b>Istation Intervention</b> for all tier 2 &amp; tier 3 students.  1. Students will work on Istation for 30 minutes daily.  2. Teachers will review students' progress by analyzing Istation assessments and graphs.  3. Teachers will implement Istation targeted lessons and conference with students to discuss progress.</p>	<p>4.1. <u>Who</u> - Teacher - Reading Coach - PLCs - PSLT  <u>How</u> -checking IStation reports.</p>	<p>4.1. <u>Teacher Level</u> Teachers will monitor Istation reports  <u>PLC/Department Level</u> PLCs will review Istation data and student progress  <u>Leadership Team Level</u> At PS/RTI meetings, team will review Istation reports and monitor student progress.</p>	<p>4.1. <u>2-3x Per Year</u> FAIR  <u>During Grading Period</u> Istation reports Ongoing Progress monitoring Easycbm</p>		
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 67 to 70 points	<b>67</b>	<b>70</b>					

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		4.2.	4.2. Students' reading proficiency will improve through the implementation of <b>progress monitoring using Easycbm.</b>  <u>Action Steps:</u> 1.Providers for Walk to Success will assess students at Tier 2 and Tier 3 bimonthly. 2.PLCs and Problem Solving /RTI team will review the students' progress compared to the Walk to Success group and compared to previous assessment data. 3. PS/RTI team will meet weekly to review data and determine if students are responding to the interventions then set a plan in place if the students are not responding.	4.2. <u>Who</u> -Teachers -PLCs -PS/RTI team  <u>How</u> -analyzing EasyCBM data	4.2. <u>Teacher Level</u>  Review data as compared to students in core instruction.  PLC  Review data compared to students in Walk to Success Groups. Begin the problem solving process for the students who are not making progress.  PS/RTI  Review data compared to students in Walk to Success and in Core classes. Begin the problem solving process for students who are not making progress.	4.2.  FAIR 3x a year  Monthly  Easy CBM reports	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							
<p><u>Reading Goal #5:</u></p> <p>The percentage of all students scoring satisfactory on the 2013 FCAT/FAA will increase from 59% to 63%.</p>							

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<p><b>5A. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5A.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5A.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5A.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5A.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5A.1. See 1.1 &amp; 1.2 &amp;1.3</p>		
<p><u>Reading Goal #5A:</u></p> <p>The percentage of White students scoring satisfactory on the 2013 FCAT/FAA will increase from 45% to 51%</p> <p>The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA will increase from 65% to 69%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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	White:45% Black: n/a Hispanic:65% Asian: n/a American Indian: n/a	White: 51% Black: n/a Hispanic:69% Asian: n/a American Indian: n/a					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5B.1. See 1.1 & 1.2 &1.3	5B.1. See 1.1 & 1.2 &1.3	5B.1. See 1.1 & 1.2 &1.3	5B.1. See 1.1 & 1.2 &1.3	5B.1. See 1.1 & 1.2 &1.3		

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<p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/ FAA will increase from 55% to 58%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>55%</p>	<p>58%</p>				
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5C.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5C.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5C.1. See 1.1 &amp; 1.2 &amp;1.3</p>	<p>5C.1. See 1.1 &amp; 1.2 &amp;1.3</p>		
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<p><u>Reading Goal #5C:</u> The percentage of ELL students scoring satisfactory on the 2013 FCAT/FAA will increase from 36% to 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>36%</p>	<p>40%</p>					
	<p>—</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. -lack of acceleration of growth of our students in need of tier 3 support.  -need more collaboration between regular education teachers and ESE teachers to share and model differentiation strategies for our students with disabilities.  -scheduling all 3 layers of support on a daily basis without pulling students from the core.</p>	<p>5D.1. By scheduling students in the Least Restrictive Environment, students will be exposed to the most appropriate level text and will also receive additional resources throughout the day as needed to accelerate growth with reading skills and strategies.</p>	<p>5D.1. <u>Who</u> -Principal -Assistant Principal -ESE Specialist -School Wide Leadership  <u>How</u> 1. Walkthroughs by administration and ESE Specialist.  2. Monitoring data will be reviewed every nine weeks.</p>	<p>5D.1. <u>Teacher Level</u> Teachers reflect on instructional routines implemented during Walk to Success and cite specific evidence of learning.  Teachers will review students' progress on OPM and FAIR and chart their students' progress towards mastery.  <u>PLC Level</u> PLCs will review OPM for tier 2 and tier 3 students monthly and FAIR data during data sorts 3 times per year and chart improvements. PLCs will determine the level of support for each child during these sorts.  <u>Leadership Team Level</u> School Wide Leadership team will review the opm data and Istation reports to determine effectiveness of tiered support  School Wide Leadership team will maintain ongoing student progress monitoring through Easycbm.</p>	<p>5D.1. <u>2-3x Per Year</u>  FAIR__  <u>During Nine Weeks</u> -Ongoing progress monitoring (easy cbm ) - Unique Learning System(ULS)</p>		
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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 41%	<b>36%</b>	<b>41%</b>					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
			Student achievement improves through effective and consistent <b>implementation of students' IEP goals</b> , strategies, modifications, and accommodations.	<p><u>Who</u></p> <ul style="list-style-type: none"> <li>Principal</li> <li>School Wide Leadership team</li> <li>Assistant Principal</li> <li>ESE Specialist</li> </ul>	<p><u>Teacher level</u></p> <ul style="list-style-type: none"> <li>Teachers reflect on lesson and outcomes and use this to drive future instruction.</li> </ul> <p><u>PLC Level</u></p> <ul style="list-style-type: none"> <li>Reflect on lesson and data to drive future instruction</li> <li>Using individual teacher data, plan for future instruction based on individual needs.</li> </ul> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> <li>PLC facilitator/Subject Area Leader/Department Head share SMART Goal data with PSLT.</li> <li>Data is used to drive teacher support and student supplemental instruction.</li> </ul>	<p>FAIR</p> <p><u>During the grading period</u></p> <ul style="list-style-type: none"> <li>core curriculum data</li> </ul>	
			<p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>Teachers and IEP team will meet to review and update IEP throughout school year.</li> <li>Teachers will effectively implement the IEP and strategies.</li> </ol>	<p><u>How</u></p> <ul style="list-style-type: none"> <li>IEP Progress Reports; curriculum chats</li> </ul>			

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		<p>5D.3.</p> <p>- large range of reading level among students.</p>	<p>5D.3.</p> <p>Students' reading proficiency will improve through the implementation of <b>SRA program</b></p> <p><u>Action Steps:</u></p> <p>1. Students with an IEP who are significantly below grade level will be instructed with SRA daily by ESE teacher or SRA trained teacher/ paraprofessional.</p> <p>2. Teachers, PLCs and School Wide Leadership team will review progress.</p>	<p>5D.3.</p> <p><u>Who</u></p> <p>-Principal -School Wide Leadership -PLCs</p> <p><u>How</u></p> <p>1. Review of Provider lesson plans and Easy CBM data</p>	<p>5D.3.</p> <p><u>Teacher Level</u></p> <p>Teachers reflect on instructional routines and make adjustments based on data.</p> <p>Teachers will review students' progress on SRA to chart their students' progress towards mastery.</p> <p><u>PLC Level</u></p> <p>Review Walk to Success progress monitoring through Easy CBM monthly.</p> <p><u>Leadership Team Level</u></p> <p>School Wide Leadership team will review the data with Grade Level Leadership team.</p>	<p>5D.3.</p> <p><u>During Nine Weeks</u></p> <p>-ongoing progress monitoring. -student reports</p>	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012



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**Professional Learning Community (PLC) or PD Activity**

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Student FAIR Data, Core Instruction and Interventions	PreK-5	Reading Coach	All teachers	Three times a year (data sorts)	Walkthroughs during Success and during core Reading.	Principal, Assistant Principal and Reading Coach
A variety of topics based on Differentiation (Lesson planning, Conferencing and Feedback vocabulary, I-station, easyCBM) PLCs	PreK-5	Teacher Leaders	All teachers	Twice a month	PLC meeting notes	Principal and Assistant Principal
Grade Level Leadership PLC	PreK-5	Grade Level Leadership Principal and Assistant Principal	All teachers	Weekly	PLC meeting notes	School Wide Leadership
ELA Common Core K-1 (Deepening and Applying)	PreK-5	PLC Mentor	Team Leaders from grade levels	Weekly	PLC meeting notes	Principal and Assistant Principal
	K-1		Kindergarten and first grade teachers	November	PLC meeting notes	School Wide Leadership Team Mentors

*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)).

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

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<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1. -students struggle to transfer basic facts into problem solving  -Students lack pre-requisite skills  -teachers struggling to meet the needs of all learners during math instruction.  -difficulty of vocabulary</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve by the <b>Continuous Improvement Model</b>, creating <b>School-Based Curriculum Maps</b> and adjusting the maps consistently throughout the year.  <u>Action Steps:</u> 1. The school will implement grade level PLCs using the continuous improvement model. 2. Grade level PLC's will create school -based curriculum maps based on the district maps and student data. Instruction will be aligned in grade level classrooms. 3. Common assessments will be utilized in order to decide which skills need to be</p>	<p>1.1. __ <u>Who</u> -Principal -School Wide Leadership -PLC <u>How</u> PLC logs and curriculum maps turned into administration  -Evidence of strategy or targeted skills consistent in grade levels during walkthroughs (as written in school-based curriculum maps).</p>	<p>1.1. <u>Teacher Level</u> Teachers will reflect on lessons taught citing specific evidence of learning and use this knowledge to drive instruction.  <u>PLC/Department Level</u> After common assessments, PLCs will evaluate if the students demonstrated mastery on the standards taught. PLCs will use the data to determine skills that need to be retaught to the whole group and to targeted groups. PLCS will update curriculum maps based on this data.  <u>Leadership Team Level</u>- data will be shared by Grade Level Leadership. School Wide Leadership team will analyze curriculum maps and ensure rigor and a focus on the standards.</p>	<p>1.1. <u>2-3x Per Year</u>  - District Baseline and Mid-Year Testing  <u>During Grading Period</u>  -Common Assessments</p>	
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		<p>re-taught in the core curriculum. School-based curriculum maps will be updated based on data from the assessments.</p> <p>3. PLCs also determine how to differentiate instruction for students who do or do not show mastery (group students for supplemental, intervention and enrichment).</p>					
<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 51% to 54%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>51%</b></p>	<p><b>54%</b></p>					

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		<p>1.2. -Students do not always receive supplemental instruction on the specific skills that are causing difficulty in the classroom.</p>	<p>1.2. <b>Tier 2/3-</b> Students' math skills will improve through tutoring before school in ELP  <b>Action Steps:</b> 1. Identify students who scored Level 1, Level 2 or low Level 3 on prior year Math FCAT or lower than 40<sup>th</sup> percentile on 2<sup>nd</sup> grade Math subtest of SAT. 2. Administer pre assessment (district math formative assessment ) 3. In PLCs, teachers determine focus for each individual student who will be attending ELP. -Groups are formed based on this data. 4. ELP tutors will meet with students 4 days after school  -Tutors will progress monitor using easycbm math assessments and common assessments from the regular classroom teacher.  5. Communication will</p>	<p>1.2. <u>Who</u> -Principal -Assistant Principal -School Wide Leadership -PLC  <u>How</u> -Classroom walkthroughs and informal observations during ELP.  -Evidence from lesson plans.</p>	<p>1.2. <u>Teacher Level</u> Teachers will reflect on lessons taught citing specific evidence of learning from assessments and use this knowledge to drive instruction.  <u>PLC/Department Level</u> After common assessments, PLCs will evaluate if the students demonstrated mastery on the standards taught. PLCs will determine skills to be targeted during ELP.  <u>Leadership Team Level-</u> data will be shared by Grade Level Leadership. School Wide Leadership team will analyze curriculum maps and ensure rigor and a focus on the standards.</p>	<p>1.2. <u>2-3x Per Year</u>  District Baseline and Mid-Year Testing  <u>During Grading Period</u>  -Common Assessments</p>	
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			<p>occur between tutor and classroom teacher during PLCs.</p> <p>6. Tutors will use Go Math! intervention resources, FCAT 2.0 test item specifications and Soar to Success Think Central to teach students targeted lessons. The groups will last 4-6 weeks.</p>			
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		<p>1.3.</p> <p>-Not all teachers are aware of how to model for students on how to read mathematics word problem and apply problem-solving strategies.</p> <p>-Students struggle with the language of word problems and multi step problems.</p> <p>-Students struggle to think on a higher level.</p>	<p>1.3.</p> <p><b>Tier 1-</b>The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply <b>problem-solving strategies</b>.</p> <p><b>Action Steps :</b></p> <p>1. Teachers will attend Problem Solving Trainings and we will hold mini meetings led by teacher leaders focused on how to release the responsibility of problem solving and allow students to use manipulatives and explain their thought process before intervening..</p> <p>2 As teachers attend trainings or study research based strategies for solving word problems, PLCs discuss as a professional development activity.</p>	<p>1.3. <u>Who</u></p> <p>-Principal</p> <p>-Assistant Principal</p> <p>-Teacher</p> <p>-PLC</p> <p><u>How</u></p> <p>-PLC logs turned in to administration</p> <p>-Classroom walkthroughs observing problem-solving strategies.</p>	<p>1.3.</p> <p><u>PLC-</u></p> <p>Periodically (after common assessments), progress monitor assessment scores and teacher observations. PLCs will review data and chart increase in the number of students reaching at least 80% on units of instruction.</p> <p><u>Leadership Team Level-</u> data will be shared by Grade Level Leadership.</p>	<p>1.3.</p> <p><u>2-3x Per Year</u></p> <p>-</p> <p>District Baseline and Mid-Year Testing</p> <p><u>During Grading Period</u></p> <p>-Common Assessments</p>	
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			<p>3. Teachers implement the strategies, modeling for students on how to read word problems and apply problem-solving strategies.</p> <p>5. Teachers implement common assessments.</p> <p>6. Teachers bring assessment data to PLCs.</p> <p>7. Teachers use the data to discuss the effectiveness of the strategies that were implemented. Teachers look for “bright spots” (teachers who were the most effective with student progress on the common assessment) and discuss the teacher’s strategies used.</p> <p>8. Teachers may choose to observe the “bright spot” teacher teaching the strategy.</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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1. -differentiation strategies needed for on and above level students; high achieving students</p>	<p>2.1. Students' math skills will improve for students on level and above level through the use of <b>project based learning projects.</b> <u>    </u></p> <p><b>Action Steps:</b></p> <p>1. AGP teacher will meet with AGP students in need of enrichment (termed for AGP students in need of enrichment support on "tier 2 and tier 3") weekly to assign a math project, based on the math standards taught in the regular classroom and monitor progression of math projects.</p> <p>2. Students will work on these projects during regular math class when they finish the math assignment or if they have mastered the skill being taught by the teacher that day.</p>	<p>2.1. <u>    </u></p> <p><u>Who</u></p> <p>Principal Assistant Principal</p> <p><u>How</u></p> <p>-Evidence of student learning from projects</p>	<p>2.1.</p> <p><u>Teacher Level</u></p> <p>-AGP teacher reflects on projects and evidence of learning</p> <p><u>    </u></p> <p><u>PLC/Department Level</u></p> <p>-PLCs will discuss students' progress with math projects and correlation to standard and grade level expectations.</p> <p><u>Leadership Team Level</u></p> <p>-Data will be used to plan for future project based learning implementation</p>	<p>2.1.</p> <p><u>2-3x Per Year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During Grading Period</u></p> <p>-Completion of math projects</p> <p>-Common Assessments</p>		
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		3. AGP teacher will consult with regular education teachers and will share project ideas for high performing students.					
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 21% to 24%							
	<b>21%</b>	<b>24%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>3.1. See Math 1.1 &amp; 1.2 &amp; 1.3</p>	<p>3.1. See Math 1.1 &amp; 1.2 &amp; 1.3</p>	<p>3.1. See Math 1.1 &amp; 1.2 &amp; 1.3</p>	<p>3.1. See Math 1.1 &amp; 1.2 &amp; 1.3</p>	<p>3.1. See Math 1.1 &amp; 1.2 &amp; 1.3</p>		
<p><u>Mathematics Goal #3:</u>  Points earned from students making learning gains on the 2013 FCAT Math will increase from 69 to 72 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>69</b></p>	<p><b>72</b></p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	

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		B.3.	B.3.	B.3.	B.3.	B.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 group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>	4.1. See Math 1.1 & 1.2 & 1.3	4.1. See Math 1.1 & 1.2 & 1.3	4.1. See Math 1.1 & 1.2 & 1.3	4.1. See Math 1.1 & 1.2 & 1.3	4.1. See Math 1.1 & 1.2 & 1.3		

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<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 65 to 68 points .							
	<b>65</b>	<b>68</b>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

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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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Math Goal #5:</u>  <b>The percentage of All Students scoring satisfactory on the 2013 Math FCAT/FAA will increase from 53% to 58%.</b>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>	5A.1. See Math 1.1 & 1.2 & 1.3  White:  Black:  Hispanic:  Asian:  American Indian:	5A.1. See Math 1.1 & 1.2 & 1.3	5A.1. See Math 1.1 & 1.2 & 1.3	5A.1. See Math 1.1 & 1.2 & 1.3	5A.1. See Math 1.1 & 1.2 & 1.3		

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<u>Mathematics Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring satisfactory on the 2013 Math FCAT/FAA will increase from 59% to 63%.</p> <p>The percentage of Hispanic students scoring satisfactory on the 2013 Math FCAT/FAA will increase from 43% to 47%.</p>							
	White:59% Black:n/a Hispanic:43% Asian: n/a American Indian: n/a	White:63% Black:n/a Hispanic:47% Asian :n/a American/a					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	

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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1. See Math 1.1 & 1.2 & 1.3	5B.1. See Math 1.1 & 1.2 & 1.3	5B.1. See Math 1.1 & 1.2 & 1.3	5B.1. See Math 1.1 & 1.2 & 1.3	5B.1. See Math 1.1 & 1.2 & 1.3		
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 Math FCAT/FAA will increase from 49% to 53%.							
	<b>49%</b>	<b>53%</b>					



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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. See Math 1.1 & 1.2 & 1.3	5C.1. See Math 1.1 & 1.2 & 1.3	5C.1. See Math 1.1 & 1.2 & 1.3	5C.1. See Math 1.1 & 1.2 & 1.3	5C.1. See Math 1.1 & 1.2 & 1.3		


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<p><u>Mathematics Goal #5C:</u></p> <p>The percentage of students making satisfactory progress on the 2013 Math FCAT/FAA will increase from 39% to 45%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><b>39%</b></p>	<p><b>45%</b></p>				
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. -lack of acceleration of growth of our students in need of tier 3 support.  -need more collaboration between regular education teachers and ESE teachers to share and model differentiation strategies for our students with disabilities.  -scheduling all 3 layers of support on a daily basis without pulling students from the core.</p>	<p>5D.1. By scheduling students in the Least Restrictive Environment, students will be exposed to grade level text, and will also receive additional resources throughout the day as needed to accelerate growth with Math problem solving strategies and skills.</p>	<p>5D.1. <u>Who</u> -Principal -Assistant Principal -ESE Specialist -School Wide Leadership  <u>How</u> 1. Walkthroughs by administration and ESE Specialist.  2. Monitoring data will be reviewed every nine weeks.</p>	<p>5D.1. <u>Teacher Level</u> Teachers reflect on instructional routines implemented during core for evidence of learning.  <u>PLC Level</u> Analyze the formative and GO Math tests to determine need for reteach and intervention groups.  <u>Leadership Team Level</u> PLC mentors report back to leadership the data analysis.</p>	<p>5D.1. <u>2-3x Per Year</u> Formative assessments  <u>During Nine Weeks</u> Go Math chapter tests.</p>		
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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
 The percentage of students scoring satisfactory on the 2013 Math FCAT/FAA will increase from 42% to 48%.							
	<b>42%</b>	<b>48%</b>					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
			Student achievement improves through effective and consistent <b>implementation of students' IEP goals, strategies, modifications, and accommodations.</b>	<p><u>Who</u></p> <p>Principal</p> <p>School Wide Leadership team</p> <p>Assistant Principal</p> <p>ESE Specialist</p>	<p><u>Teacher level</u></p> <p>- Teachers reflect on lesson and outcomes and use this to drive future instruction.</p> <p><u>PLC Level</u></p> <p>- Reflect on lesson and data to drive future instruction</p> <p>- Using individual teacher data, plan for future instruction based on individual needs.</p> <p><u>Leadership Team Level</u></p> <p>- PLC facilitator share data with School wide leadership team</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p><u>-2-3x Per Year</u></p> <p>Formative assessments</p> <p><u>During Nine Weeks</u></p> <p>Go Math chapter tests</p>	
			<p><u>Action Steps:</u></p> <p>1. Teachers and IEP team will meet to review and update IEP throughout school year.</p> <p>2. Teachers will effectively implement the IEP and strategies.</p>	<p><u>How</u></p> <p>curriculum chats</p>			
		5D.3	5D.3	5D.3	5D.3	5D.3	

*End of Elementary or Middle School Mathematics Goals*

**Mathematics Professional Development**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PLC Grade level facilitator and mentor	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	Grades Pre to K-5		All teachers school-wide	Weekly PLC meetings	PLC logs	Principal, School Wide Leadership and Grade Level Leadership
Mini Meetings	Grades Pre-K to 5	Teacher Leader	All teachers school-wide	Monthly PD trainings	Classroom Walkthroughs/Teachers on PLC team observing one another while teaching strategy.	Principal and Assistant Principal
District Training for ELP Teachers	3-5 <sup>th</sup> ; Math	Assistant Principal	ELP teachers	October	Lesson plans and progress monitoring from assessments during ELP and formative assessments in the core.	Assistant Principal

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

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<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.  -students should be actively engaged with science in all classrooms K-5 so students are prepared for the 5<sup>th</sup> grade Science FCAT  -lack of student understanding of science concepts and vocabulary</p>	<p>1.1. <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge including differentiation and complex text. To achieve this goal, science teachers will increase the number of <b><u>inquiry based instruction</u></b> (such as student engagement, explore time, and higher order questioning) per unit of instruction.  - <b><u>Action Steps</u></b>  1. Based on the district</p>	<p>1.1. <b><u>Who</u></b> -Teacher  -Principal  -Assistant Principal  -PLC  -Science Resource Teacher  <b><u>How</u></b> -PLC logs turned into administration on grade level icon on IDEAS.  - Administrators will use the HCPS Informal Observation  -Evidence of strategy or targeted skills consistent in grade levels during walkthroughs (as written in school-based curriculum maps).</p>	<p>1.1.<b><u>PLC</u></b>  Review common assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.  - <b><u>Leadership Team Level</u></b>  Grade Level Leadership will share data with the School Wide Leadership team.</p>	<p>1.1. <b><u>2-3x Per Year</u></b>  -  District- Level baseline and mid-year tests  <b><u>During Grading Period</u></b>  Common Assessments.</p>	
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		<p>curriculum map Science NGSSS, and student previous year data, PLCs create a school-based science curriculum map so all grade level instruction is aligned.</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>3. The science resource teacher will share and model best practices during faculty mini meetings and in classrooms.</p> <p>4. PLC teachers instruct students using the core curriculum and inquiry- based</p>					
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		<p>instruction strategies.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies. Teachers update school-based curriculum map throughout the year based on the data.</p>					
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		9. PLCs record their work in the PLC logs.					
<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 53 % to 56%							
	<b>53%</b>	<b>56%</b>					

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		<p>1.2. -Teachers are at varying skill levels of long-term investigations and science concepts  -Not all teachers integrate long term investigations into science instruction to provide students with opportunities to collect data over time</p>	<p>1.2. Tier 1- The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through increased participation in laboratory experiences through <b><u>short term and long term investigations in the classroom, in the PRESERVE and in the laboratory.</u></b></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will follow the district curriculum map and guide their students with science investigations.</li> <li>2. The science resource teacher will rotate investigations and centers in the science lab to correlate to the standards taught according to the district curriculum map and school- based curriculum map.</li> <li>3. Teachers will schedule weekly times for students to engage in activities in the lab or in the PRESERVE.</li> <li>4. The science resource teacher will model or the teacher will model investigations and</li> </ol>	<p>1.2. <u>Who</u> Teacher Principal Assistant Principal Science Resource Teacher PLC</p> <p><u>How Monitored</u> Science lab teacher sign up schedule on ideas -Classroom and lab walkthroughs</p>	<p>1.2. Science investigations will be evaluated with a rubric</p> <p><u>PLC</u> Review common assessments</p> <p><u>Leadership Team Level</u> Grade Level Leadership will share data with the School Wide Leadership team.</p>	<p>1.2. <u>2-3x Per Year</u> - District- Level baseline and mid-year tests</p> <p><u>During Grading Period</u>  Common Assessments.</p>	
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			scientific thinking while in the lab and in the classroom.  5. Students will respond to investigations in a science notebook.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>	2.1. See Science 1.1 & 1.2	2.1. See Science 1.1 & 1.2	2.1. See Science 1.1 & 1.2	2.1. See Science 1.1 & 1.2	2.1. See Science 1.1 & 1.2		

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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 20% to 23%	<b>20%</b>	<b>23%</b>	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PSLT mentor	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs Science Resource Teacher – modeling lessons for teachers	All grade levels	Science Resource Teacher	School- wide	On going	Walkthroughs	Administration
			School-wide	Weekly	PLC Logs	Administration

*End of Science Goals*

**Writing/Language Arts Goals**

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



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<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1. -students lack a mature command of the language</p>	<p>1.1. The purpose of this strategy is to improve the core writing curriculum. Students' writing skills will improve as a result of an increased teacher focus on teaching explicit and implicit vocabulary strategies.  <b>School-wide 5-day vocabulary plan.</b>  <u>Action Steps:</u>  1. All teachers will incorporate indirect and direct vocabulary instruction using simple strategies throughout the day to improve students' schema.  2. Grade level PLCs will determine tier 2 words to use for each week's Vocabulary lessons. These will be added to the school-based</p>	<p>1.1. <u>Who</u> -Principal -School Wide Leadership -PLCs  <u>How</u> 1. PLC meeting notes turned in to administration. -Classroom walkthroughs observing the 5-day Vocabulary Instructional Routine and student learning.</p>	<p>1.1. <u>Teacher Level</u> Writing Conferences  <u>PLC Level</u> PLCs will review monthly writing data at PLC meetings.  <u>Leadership Team Level</u> School Wide Leadership team will review the data with Grade Level Leadership team.</p>	<p>1.1. <u>10x Per Year</u> Knights Writes monthly  <u>During Nine Weeks</u> -Students' monthly writing samples and written responses reflecting vocabulary taught</p>		
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		<p>curriculum map.</p> <p>3. Grade levels come to consensus regarding progress monitoring for measuring vocabulary.</p> <p>4. Assess students with identified progress monitoring tools monthly.</p> <p>5. Bring data to PLC for comparison. Design lessons and further instruction based on trends.</p> <p>6. Reading coach and resource teachers will provide additional training, modeling, and coaching during PLC's and during faculty mini meetings.</p>					
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring <b>Level 3.0</b> or higher on the 2013 FCAT Writes will increase from 73% (Level 3's) to 76% (Level 3.5's)	<b>73%</b>	<b>76%</b>					

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		<p>1.2.</p> <p>-students lack stamina</p> <p>- Teachers and students need more practice with ongoing monitoring of progress in writing (skills)</p> <p>-collaboration across grade levels</p> <p>-Daily teacher modeling in all classrooms K-5 of writer's workshop must occur in order for students to be successful writers.</p> <p>-We must maintain a 4 as proficient writing</p>	<p>1.2.</p> <p>Students' writing skills will improve when teachers collaborate and set goals for improved writing instruction based on student need. Strategy</p> <p><b>Daily writer's workshop</b> and PLC's using the <b>Continuous Improvement model</b> to set goals and plan for instruction.</p> <p><u>Action Steps</u></p> <p>1. 3<sup>rd</sup> – 5<sup>th</sup> grade teachers will be trained on the updated district FCAT writing rubric and 2<sup>nd</sup> grade teachers will be trained on the updated district Hillsborough Writes rubric.</p> <p>2. All writing teachers will model writer's workshop in their classrooms daily.</p> <p>3. The school will implement monthly writing assessments for grades 2-5.</p> <p>4.Using the Continuous Improvement Model, PLCs analyze the data from the monthly writing assessments.</p> <p>5. PLCs write SMART goals for each nine weeks.</p>	<p>1.2. <u>Who</u></p> <p>-Principal</p> <p>-Assistant Principal</p> <p>-Teacher</p> <p>-PLC</p> <p><u>How</u></p> <p>Administration will monitor PD staff development report to ensure all teachers are trained on FCAT and Hillsborough Writes Writing rubric.</p> <p>- PLC logs turned into administration.</p> <p>- Classroom walk-throughs</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p>	<p>1.2.</p> <p><u>Teacher</u></p> <p>Writing conferences</p> <p><u>PLC</u></p> <p>PLCs will review monthly writing data and determine the number of students who progressed from the last month's writing assessment.</p> <p><u>Leadership Team Level</u></p> <p>Grade Level Leadership will share data with School wide leadership team.</p>	<p>1.2.</p> <p><u>2-3x per year</u></p> <p>Teacher Evaluation Demand Writes</p> <p><u>During Grading Period</u></p> <p>Monthly demand writes</p>	
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			<p>6. Teachers will implement effective teaching strategies and craft/elaboration lessons targeted to meet the needs of the students and will conference with students.</p> <p>7. This will assist PLCs with supporting students with focused supplemental, intensive, and accelerated support when appropriate.</p> <p>8. PLCs review nine week data and set a new goal for the following nine weeks.</p> <p>9. PLCs record their work in the PLC logs.</p> <p>10. Cross grade collaboration will occur and between grade levels.</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Writing/Language Arts Professional Development**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PSLT mentor	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) Weekly	Strategy for Follow-up/Monitoring PLC Logs	Person or Position Responsible for Monitoring Administration
PLCs		District	School-Wide			Administration
Moodle Courses	All grade levels			May 2013	Writing lessons implemented in class; turned in as evaluation to district writing team.	
Updated Rubric Moodle for 3-5 <sup>th</sup> grade writing teachers	3-5 teachers		3 <sup>rd</sup> -5 <sup>th</sup> grade writing teachers	First semester		Assistant Principal
Writing Contact Meetings	4 <sup>th</sup> grade Teachers	District	4 <sup>th</sup> grade writing teachers	Monthly	Assessment through District; calibration of scores from monthly writes. Monthly update/training presented to faculty	Assistant Principal

*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><b>1. Attendance</b></p>	<p>1.1.</p> <p>-Lack of parental education concerning impact on child when their child is absent.</p> <p>-No clear system to reinforce parents on improved attendance</p> <p>-Motivation to come to school is lacking</p> <p>-Most students with significant unexcused absences (15 or more) have serious personal or family issues that are impacting attendance.</p> <p>-Lack of time to focus on attendance</p>	<p>1.1.</p> <p>Personalized letters discussing the importance of regular attendance, the state statute, and the attendance remediation process will be sent home during the second week of school by the school social worker to those students who accumulated 21 or more absences during the 2011-2012 school year.</p> <p>2. Follow-up letters discussing the importance of regular attendance will be sent home during the second week of school by the school social worker to those students who received a personalized attendance letter during the 2009-2010 school year to inform them of their progress or lack of progress.</p> <p>3. After a student</p>	<p>1.1.</p> <p>Social Worker will run Attendance/Tardy discussion with PSLT every month with appropriate reports</p>	<p>1.1.</p> <p>School Wide Leadership Team will examine data monthly</p>	<p>1.1.</p> <p>Attendance Report</p> <p>Tardy Report</p> <p>Attendance Plan</p>		
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	<p>has accumulated 10 days of unexcused absences and/or unexcused tardies to school, parents and/or guardians are notified via mail or telephone that future absences/tardies must have a doctor's note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator.</p> <p>4.School social worker will connect with family to assist in developing non-formal interventions to improve student's attendance.</p> <p>5.If attendance does not improve, a conference will be held with the student, parent, and relevant personnel to create a formal attendance improvement plan for assisting the student to improve his/her attendance/tardies.</p>					
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		6. When all reasonable efforts to resolve the nonattendance behavior are exhausted, the school social worker will refer to the attendance review board.					
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Attendance Goal #1:	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Attendance Rate:*</u>	<u>Attendance Rate:*</u>					
1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.							
2. The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10%							
3. The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 10%.							
	<b>95%</b>	<b>96%</b>					
	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u>  <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u>  <u>(10 or more)</u>					
	<b>73</b>	<b>65</b>					

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

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		1.2.	1.2.	1.2.	1.2.	1.2.	
			<p>The school will develop an attendance committee who meets monthly to discuss the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students (focus on students in the bottom quartile in math and reading). The committee will evaluate the effectiveness of attendance interventions and identify students in need of support beyond school wide attendance initiatives.</p> <p>2. Teachers should contact parents after the third unexcused absence. Teachers record documentation of contact (to be used for an Attendance Referral if needed). If student is exhibiting a pattern of unexcused absences, the teacher should report information to the school social worker and begin an attendance intervention form.</p> <p>4. School social worker will use the attendance</p>	<p>Social Worker will run Attendance/Tardy discussion with School Wide Leadership Team every month with appropriate reports</p>	<p>PSLT will examine data monthly</p>	<p>Attendance Report Tardy Report Attendance Plan</p>	

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			calendar, to help students monitor their absences				
			5. Social worker will use attendance groups, individual counseling, and/or incentives to help students understand the importance of attendance and to help students improve their attendance.				
		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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*End of Attendance Goals*

**Suspension Goal(s)**

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

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<p><b>1. Suspension</b></p>	<p>1.1. -A clear school wide discipline plan is needed in order for teachers and staff to implement effectively</p>	<p>1.1. 1. The school will implement a School Wide discipline plan.  2. Teachers and staff will recognize students who display character by giving out character coins. When students accumulate 10 coins, they will trade in the coins for a ticket. The ticket will go into a drawing. The students will be recognized with a certificate and prize from administration. Once a month the principal will draw 10 tickets. The students' names that are drawn will be a part of the Honor Guild for the month. The students in the Honor Guild will be recognized with an ice cream social with Sir Conscientious.  2. For academic achievement, students can earn stamps on a shield</p>	<p>1.1. PSLT behavioral subgroup</p>	<p>1.1. PSLT will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.  Student point sheets</p>	<p>1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data</p>		
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	<p>from their teacher for achieving in the classroom. When they fill a shield, they deliver the shield to the office. They receive a certificate from administration. Students try to draw a blue jewel from the bag of blue and white jewels in hopes to have a chance to be on the monthly Honor Guild for a ice cream social with Sir Conscientious.</p> <p>3. Students who need an individualized plan will work with a teacher or mentor from the student services department, and they will create a quest chart with the mentor, setting goals to work for an incentive if the negative behavior decreases.</p> <p>4. A FBA (Functional Behavioral Assessment).</p> <p>will be initiated for students who are nonresponsive to</p>					
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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
<p>The total number of in-School Suspensions will decrease by from 2 to 0.</p> <p>The total number of students receiving In-School Suspension throughout the school year will decrease from 2 to 0</p> <p>The total number of Out-of-School Suspensions will decrease from 26 to 23</p> <p>The total number of students receiving Out-of-School Suspension throughout the school year will decrease from 16 to 10</p>	<p><u>In-School Suspensions</u></p>	<p><u>In-School Suspensions</u></p>					
	<b>2</b>	<b>0</b>					
	<p><u>2012 Total Number of Students Suspended</u></p> <p><u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u></p> <p><u>In-School</u></p>					

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	<b>2</b>	<b>0</b>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<b>26</b>	<b>23</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>16</b>	<b>14</b>					
		1.2. Students in full time ESE classrooms often need more frequent positive reinforcement.	1.2. 1. Teachers in full time ESE classrooms will implement a token economy or another positive classroom management system.  2. Students can earn “money” throughout the day.  3. Students save their money for the school store on Fridays and for Fun Friday activities.	1.2. PS/RTI behavior subgroup	1.2. PS/RTI will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.2. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data	

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		1.3. An increase in bullying behavior has been reported	1.3. 1. A school wide bullying program (Olweus) will be implemented. 2. A representative will go to a district training to write the school wide program. 3. The staff will be trained and the program implemented.	1.3. School Wide Leadership team	1.3. PS/RTI will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.3. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data	
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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
Olweus School Wide Bullying Program	School wide	Principal	School Wide	October/November	Review of Office Discipline Referrals	Principal

*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.**

*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)).

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

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<p><b>1. Health and Fitness Goal</b></p>	<p>1.1. -Implement physical education into the day.</p>	<p>1.1. -Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.  -Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.  -Members of the PSLT will engage students in outdoor physical activity once</p>	<p>1.1. Physical Education Teachers Principal  Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.</p>	<p>1.1. Classroom walkthroughs  Class Schedules</p>	<p>1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>		
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		a week during grade level PLC's.					
<u>Health and Fitness Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 45% on the Pretest to 50% on the Posttest.							
	<b>45%</b>	<b>50%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Health and Fitness Goals Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012**

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**or PD Activity**

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

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

**Continuous Improvement Goal(s)**

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

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

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<p><b>1. Continuous Improvement Goal</b></p>	<p>1.1. We need additional focus on parent contact to ensure parents are involved.</p>	<p>1.1. Parent Liason will work closely with parents. Parent Liason will keep a database from parent surveys  -Send out ParentLink s for events  -Parent Liason will have a phone extension for parents to have questions answered.</p>	<p>1.1. SAC team and School Wide Leadership</p>	<p>1.1. Surveys throughout the year, Parent Liason feedback of # of volunteers and the variety of parents who volunteer.</p>	<p>1.1. Surveys</p>		
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Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
The percentage of parents who strongly agree and somewhat agree with the indicators under Volunteering and Relationship Building will increase from an average of 90% to 93%.	<b>90%</b>	<b>93%</b>					
		1.2. Some parents are not involved and do not know how to become involved.	1.2. Parent survey sent home in first day packet with specific questions to determine how parents want to be involved  Parent liason will use information to call parents when volunteer opportunities arise.	1.2. Principal and Parent Liason	1.2. Data base of parents and how they want to be involved.	1.2. Parent Survey data base	

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		1.3. Parents indicated a preference to be informed by (in highest order): note from school, paper newsletters, email, text, and school website.	1.3. - A newsletter written by the students will be sent home monthly as well as a calendar of events.  -The website will be updated monthly to include the newsletter, calendar and any events occurring at the school.	1.3. SAC, Principal, Parent Liason	1.3. Feedback from parents from surveys and SCIP	1.3. SCIP	
		- Parents indicated that only 78% of parents who were surveyed were aware of SAC and its role.	-SAC will sponsor the Family Nights  -We will raise awareness of SAC and its role by including information on the website, newsletters and during Family Nights. The monthly meetings will be included on the calendars.	Parent Liason, SAC team members	Feedback from parent surveys	SCIP	

**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.

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

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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b></p>	<p>A.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>A.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>A.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>A.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>A.1. See Reading goal 5D.1, 5D.2, 5D.3</p>		
<p>Reading Goal A  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>91%</b></p>	<p><b>92%</b></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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<p><b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b></p>	<p>B.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>B.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>B.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>B.1. See Reading goal 5D.1, 5D.2, 5D.3</p>	<p>B.1. See Reading goal 5D.1, 5D.2, 5D.3</p>		
<p><u>Reading Goal B:</u>  The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>*</p>	<p>*</p>					

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	*Results for fewer than 10 students have been suppressed	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**

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

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<p><b>C. Students scoring proficient in Listening/ Speaking.</b></p>	<p>1.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>1.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>1.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>1.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>1.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	
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<p><u>CELLA Goal #C:</u></p> <p><b>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 45% to 47%.</b></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><b>45%</b></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	



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<p><b>D. Students scoring proficient in Reading.</b></p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	
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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 33%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>30%</b></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	<p>2.1. See Reading ELL goal 5C.1, 5C.2, 5C.3, 5C.4</p>	
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<p><u>CELLA Goal #E:</u></p> <p><b>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 23 %.</b></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><b>20%</b></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
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<p><b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b></p>	<p>F.1. See Math Goal 5D.1, 5D.2</p>	<p>F.1. See Math Goal 5D.1, 5D.2</p>	<p>F.1. See Math Goal 5D.1, 5D.2</p>	<p>F.1. See Math Goal 5D.1, 5D.2</p>	<p>F.1. See Math Goal 5D.1, 5D.2</p>		
<p><b>Mathematics Goal F:</b>  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>91%</b>	<b>92%</b>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p><b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>G.1. See Math Goal 5D.1, 5D.2</p>	<p>G.1. See Math Goal 5D.1, 5D.2</p>	<p>G.1. See Math Goal 5D.1, 5D.2</p>	<p>G.1. See Math Goal 5D.1, 5D.2</p>	<p>G.1. See Math Goal 5D.1, 5D.2</p>		
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Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%							
	*	*					
	*Results for fewer than 10 students have been suppressed	G.2.	G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.	G.3.

**NEW Science Florida Alternate Assessment Goal**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012



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<p><b>Elementary, Middle Science Goals</b></p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	<p>J.1 See Science 1.1 &amp; 1.2</p>	<p>J.1 See Science 1.1 &amp; 1.2</p>	<p>J.1 See Science 1.1 &amp; 1.2</p>	<p>J.1 See Science 1.1 &amp; 1.2</p>	<p>J.1- See Science 1.1 &amp; 1.2</p>		

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Science Goal J:	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 1%							
	*	*					
		J.2. See Reading 5D.1 & 5D.2	J.2. See Reading 5D.1 & 5D.2	J.2. See Reading 5D.1 & 5D.2	J.2. See Reading 5D.1 & 5D.2	J.2. See Reading 5D.1 & 5D.2	
		J.3.	J.3.	J.3.	J.3.	J.3.	

**NEW Writing Florida Alternate Assessment Goal**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>	M.1 - See Writing 1.1 & 1.2	M.1 - See Writing 1.1 & 1.2	M.1 - See Writing 1.1 & 1.2	M.1 - See Writing 1.1 & 1.2	M.1 - See Writing 1.1 & 1.2		
<b>Writing Goal M:</b>  <b>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	*	*					
	* Results fewer than 10 students have been suppressed	M.2. See Reading 5D.1& 5D.2	M.2. See Reading 5D.1& 5D.2	M.2. See Reading 5D.1& 5D.2	M.2. See Reading 5D.1& 5D.2	M.2. See Reading 5D.1& 5D.2	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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

<p><u>STEM Goal #1:</u></p> <p>Increase the number of and participation in STEM competitions and events such as STEM Fair, Math Bowl, Science Olympics, Solar Car and Solar Oven competition.</p>	<p>1.1</p> <p>Students need to make a connection between Science, Technology, Engineering and Mathematics and understand how they coordinate.</p>	<p>1.1</p> <p>-Science Resource Teacher will provide professional development and support teachers before and during the STEM fair competition.</p> <p>-Implement solar clubs after school</p> <p>-In order to increase the problem solving process of math bowl, each grade level will host a school level Math Bowl similar to the district competition to teach students how to work together to solve real world problems.</p>	<p>1.1</p> <p>Science Resource Teacher, PLCs, Administration</p>	<p>1.1</p> <p>Walkthroughs</p>	<p>1.1</p> <p>Logging number of project-based learning in math and science</p> <p>Science and Math Formatives, STEM fair participation.</p>
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**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
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Science Resource  
Teacher PD with  
PLCs and at mini  
meetings

School Wide

Science  
Resource  
Teacher

School wide

Monthly

PLC meeting notes and  
feedback from mini meetings

Principal and Assistant  
Principal

*End of STEM Goal(s)*

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

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

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

<p><u>CTE Goal #1:</u></p> <p>Increase parent participation during Great American Teach-In. The number of speakers will increase from 35 in 2011-2012 to 38 in 2012-2013</p>	<p>1.1.</p> <p>-Some classes only have a few speakers in their classes during Great American Teach-in</p>	<p>1.1.</p> <p>Implement speakers to visit and share with students about CTE careers throughout the year and during Great American Teach-In.</p>	<p>1.1.</p> <p>Great American Teach-in Coordinator</p>	<p>1.1.</p> <p>We will use the feedback to increase involvement from the community and to increase awareness of career opportunities.</p>	<p>1.1.</p> <p>Sign in sheet and feedback from survey from teachers and speakers</p>
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**CTE Professional Development**

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

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

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

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

*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.)

<b>School Differentiated Accountability Status</b>		
Priority	Focus	Prevent

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

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

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

<p>Reading Goal #1: In grades 3-5 the percentage of students scoring Level 3 or higher on the 2013 FCAT Reading will increase from 57%-60%.</p> <p>Strategy 1.1</p>	<p>4<sup>th</sup> grade began using grade-level PLC to look at student performance and as a team, determined we could improve instruction, thereby improving student achievement by implementing trade books. The use of trade books in content areas help to extend and enrich the curriculum.</p>	248.88	
<p>Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 51%-54%.</p> <p>Strategy 1.1</p>	<p>FCAT Mathematics Rehearsal Form 1 &amp; 2 are common assessments that which will be utilized as an Action Step to increase student performance. Based on the data gathered from these resources, PLC's will determine next steps for planning and re-teaching.</p>	278.00	
<p>Writing Goal # 1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 73%-76%.</p> <p>Strategy 1.2</p>	<p>Handy Learning Lab is a proactive program that provides young students with activities that strengthen and prepare their hands for the tasks demanded of them at school. It promotes fine motor development while supporting academic goals through activity-based learning.</p>	500.00	
<p>Reading Goal #1: In grades 3-5 the percentage of students scoring Level 3 or higher on the 2013 FCAT Reading will increase from 57%-60%.</p> <p>Strategy 1.2</p>	<p>Ten timers per class will allow students and teachers to accurately keep track of the students' fluency rate and how it progresses over time. The timers will also be an important tool when administering assessments on EasyCBM.</p>	200.00	
<p>Reading Goal #1: In grades 3-5 the percentage of students scoring Level 3 or higher on the 2013 FCAT Reading will increase from 57%-60%.</p> <p>Strategy 1.3</p>	<p>Audio Cards will improve language and vocabulary skills in our alternatively assessed Kindergarten through fifth grade students. The students' progress will be measured by monthly ongoing progress monitoring through Unique Learning System along with SRA.</p>	223.00	
<p>Reading Goal #1: In grades 3-5 the percentage of students scoring Level 3 or higher on the 2013 FCAT Reading will increase from 57%-60%.</p> <p>Strategy 1.1</p>	<p>A set of teacher guided reading resource books will be used for a team book study to increase the rigor during guided reading. During PLC data and teacher reflection will be used to determine student achievement.</p>	175.00	
<p>Final Amount Spent</p>			

