

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: B. T. Washington Elementary School	District Name: Hillsborough
Principal: Toynita Martinez	Superintendent: Mary Ellen Elia
SAC Chair: Brandi Dickens & Paula Cuchlinski	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.)

[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	Toynita Martinez	BA, 1-6 MA, Educational Leadership ESOL	6	6	11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: D 77% AYP 07/08: D 74% AYP
Assistant Principal	Jamie Whitlow	BA, 1-6 MA, Educational Leadership ESOL Gifted	3	11	11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: A 87% AYP 07/08: A 95% AYP
Assistant Principal	Wendell Johnson	BA, Communications MA, Elementary Education 1-6 MA, School Counseling MA, Educational Leadership	2	3	11/12: D 10/11: C 90% AYP 09/10: D 77% AYP 08/09: D 77% 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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tara Beimschla	BS, Early Childhood Education MA, Reading Certification: K-6	4	4	11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: A 100% AYP
Reading	Jennifer Begley	BS, Elementary Education Certifications: Elementary Ed 1 – 6 ESOL Endorsement National Board Certified Teacher	3	3	11/12: D 10/11: C 90% AYP 09/10: C 77% AYP 08/09: B 85% AYP
Writing	Christina Jankowski	BS, Elementary Education Certifications: K-6 ESOL	6	6	11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: D 77% AYP 07/08: D 74% AYP
Math	Brandi Dickens	BA, Early Childhood MA, Educational Leadership Certifications: Early Childhood/Primary K-6 ESOL	4	4	11/12: D 10/11: C 90% AYP 09/10: F % AYP 08/09: B 100% AYP 07/08: F 69% AYP
Science	Charlene Stouffer	BS, Elementary Education MA, Elementary Education MA, Guidance Certification: K-6	6	6	11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: D 77% AYP 07/08: D 74% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	On-going	
3. MAP	Supervisor of Data Analysis	July 2012	
4. Regular meetings of new teachers with principal	Toynita Martinez, Principal	On-going	
5. Partnering new teachers with veteran staff	Jamie Whitlow, Assistant Principal	On-going	
6. Salary Differential	General Director of Federal Programs	On-going	
7. Sunshine Committee community building activities among teachers	Lennie Butler, Head of Sunshine Committee	On-going	

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 effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
12 Non-Highly Qualified	<p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Completing classes need for certification

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	3% (2)	28% (16)	57% (33)	12% (7)	47% (27)	79% (46)	3% (2)	9% (5)	47% (27)

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
Donna Calderoni <i>(District EET Mentor)</i>	Patrick Young	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant N/A
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A

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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 N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. The leadership team includes:</p> <ul style="list-style-type: none"> • Principal – Toynita Martinez • Assistant Principal – Jamie Whitlow • Assistant Principal – Wendell Johnson • Guidance Counselor – • School Psychologist – Anne Wissert • Social Worker – Veronica Jacques • Academic Coaches – Reading: Tara Beimschla • Academic Resource Teachers – Reading: Jennifer Begley, Math: Brandi Dickens, Writing: Christina Jankowski, Science: Charlene Stouffer • ESE teacher – Kenya Jones • Representative from the PLCs for Intermediate – Jennifer Begley • Representatives from the PLCs for Primary – Amy DeGeorge and Joanna Helak • SAC Chair – Brandi Dickens • ELP Coordinator – Jamie Whitlow • Representatives from the PLCs for each grade level, K-5
<p>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 MTSS team is to support high quality instruction, enrichment, and intervention matched to student needs by using performance and learning rate over time to make important educational decisions to guide instruction. The MTSS team functions to monitor the progress of all students. It also serves to help students meet AYP, stay in regular education settings, and improve long term outcomes. The team uses a problem solving model making decisions based on content area data, data collection forms, anecdotal</p>

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records and student samples.

Our MTSS Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main leadership team of the school. The PSLT will meet bi-weekly to:

- Receive trainings on how to oversee a multi-tiered model of service delivery (Core/Tier 1, Supplemental/Tier 2, and Intensive/Tier 3)
- Determine scheduling needs, curriculum and intervention resources
- Review/interpret student data (Academic, Behavior, and Attendance)
- Organize and support systematic data collection.
- Strengthen the Tier 1 (core curriculum) instruction:
 - Through the action steps outlined in the SIP, implementation of PLCs, and ongoing collaboration between the PSLT and the PLCs
 - Through the use of District created Instructional Timelines & Calendars
 - Through the use of Common Assessments
 - Through the implementation of research-based, scientifically validated instruction/interventions. This year our Problem Solving Team will focus on Differentiated Instruction practices.
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Work with PLCs to ensure interventions for students in need of supplemental support, intensive intervention, or enrichment support are developed, resources appropriately allocated, fidelity monitored, and barriers addressed as encountered
- Monitor interventions and data assessment in Tier 1, Tier 2 and Tier 3.
- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring
- Coordinate/collaborate with other PLC committees such as the Literacy Leadership Team
- Identify professional development needs and resources

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

The School Advisory Council (SAC) Chair is a member of the Problem Solving Team. The Problem Solving Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 10-11 school year and during preplanning for 11-12. The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan. One of the main tasks of the Problem Solving Team is to address the needs of all students by problem solving and systematic progress monitoring.

- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

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- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school’s SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

The PSLT will monitor the effectiveness of the Action Steps and suggest modifications if needed using content area data. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

MTSS Implementation

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

The Problem Solving Team will review school wide behavior, academic, and attendance data twice a month. In Reading, FAIR results will be reviewed. In Math, chapter assessments and formative assessments will be reviewed. In Writing, the monthly B.T. Writes scores will be reviewed. In Science, district tests and formative assessments will be reviewed. In the area of behavioral functioning, referral/discipline data from Reports on Demand and Mainframe will be reviewed. In the area of attendance, the Instructional Planning Tool will be used to review attendance data. At minimum, reviewing these data will help us establish if the action steps outlined in the SIP, related professional development activities, and allocation of resources are having the desired impact on overall student achievement.

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The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

- review and analyze screening and collateral data
- develop and test hypotheses about why student/school problems are occurring (changeable barriers)
- develop and target interventions based on confirmed hypotheses
- establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/RtI processes

Describe the plan to train staff on MTSS.

Training will be shared with staff. As the District's Problem Solving Team develops resources and staff development courses on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times and in PLC's.

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, 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.
- Utilize the District RtI facilitator assigned to our school, Dia Davis, to provide support, guidance and training on Problem Solving at all Tier levels.
- 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 Literacy Leadership Team is comprised of:

Toynita Martinez- Principal, Jamie Whitlow & Wendell Johnson- APEI's, Tara Beimschla- Reading Coach, Jennifer Begley- Reading Resource, Charlene Stouffer, Sara Holley, Dawn Ingersoll, Camilla Colon, Paula Cuchlinski, Deborah Johnson, LaToya Cunningham, Lakeyshea Bryant, Joanna Helak, Amy DeGeorge, Claudia Borders, - Teachers.

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

The LLT is a subset of the PSLT that meets once every month. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

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

The principal also ensures that the LLT monitors reading data, and identifies school-wide reading-focused instructional strengths and weaknesses, and creates a professional

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development plan to support identified instructional needs in conjunction with the PSLT 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
 Articles focusing on Differentiated Instruction and Student Engagement.
 Data analysis (on-going)

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading. The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools’ Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child’s teacher to have a better understanding of the child’s abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Connecting assessment outcomes with instruction	1.1. <u>Strategy</u> Students’ comprehension of course content/standards increases through teacher’s use of data to inform	1.1. <u>Who</u> -Principal -Assistant Principals -Instructional Reading Coach	1.1. <u>Teacher Level</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future	1.1. <u>2-3x Per Year</u> -FAIR -DRA2 -Words Their Way -District Formative assessments
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of Professional Development in				

**Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012**

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<p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 28% to 32%.</p>	<p>28%</p>	<p>32%</p>	<p>Differentiated Instruction Minimal constructive feedback for students Teachers have varying levels of implementation of Differentiated Instruction</p>	<p>instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>Action Steps Plan <u>Planning/PLCs Before the Lesson</u> -PLCs identify the essential skills for the upcoming content. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming instruction. PLCs are answering the question, "How do we know if they have learned it?" -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</p> <p>Do/Check <u>Teachers in the Classroom</u> -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -Teachers give common assessments identified from</p>	<p>-Reading Resource Teacher -Peer and Mentor Evaluators</p> <p><u>How</u> -Learning walks by Literacy Leadership/Administration/ District. -PLC's minutes turned into administration and posted in icon on Internal email. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor)</p>	<p>instruction. -Teachers maintain their assessments in student portfolios. -Teachers chart their students' individual progress using B.T.W Data Collection Sheet -Teachers have students track their own learning on B.T.W. Student Data Sheets <u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers are we facing and how will we address them?</i> <i>3. To what degree are we making progress toward the Benchmark goal.</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i> <i>6. Are there skills that need to be re-taught to targeted students?</i> -PLCs will report and share results with the Leadership Team?</p> <p><u>Leadership Team Level</u> -PLC facilitator shares data with the Problem Solving Leadership Team and the Leadership Team. -Data will be used to plan for future supplemental instruction. -Based on student data,</p>	<p>-EasyCBM Reading Comprehension</p> <p><u>During Grading Period</u> -Running Records with Miscue Analysis -Student Portfolios -Letter ID/Sounds -Easy CBM Fluency Checks -Response Journals -Rubrics</p>
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			<p>the core curriculum material. (EET Rubric 3d)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d) -PLC's will use assessment data to sort students and determine next instructional practices. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Based on the data, teachers discuss Differentiated Instructional strategies that were effective. (EET Rubric 4a, 4d) -Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c) -PLCs discuss Differentiated Instructional strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d) -Teachers will have</p>		<p>decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p>	
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			<p>students track their own progress on B.T.W. Student Data Sheets</p> <p><u>Faculty</u> -Quarterly, team leaders and content area coaches/resource teachers will participate in a SIP Reviews to check that strategies are being implemented in all grade levels.</p>			
		<p>1.2. Lack of student engagement</p> <p>Consistent implementation of collaborative structures and checks for understanding</p> <p>Choosing appropriate resources/assignments/assessments to match students' needs and learning styles</p>	<p>1.2. <u>Strategy</u> Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the <i>Student Engagement Rubric (EET 3c)</i></p> <p>Action Steps: Plan <u>Teacher PD</u> -Teachers will continue to implement collaborative structures focused on previous school based professional development. -Throughout the school year the Reading Coach and Resource Teacher will assist teachers in planning incorporating collaborative structures and accountable</p>	<p>1.2. <u>Who</u> -Principal -Assistant Principals -Instructional Reading Coaches -Reading Resource Teacher -Peer and Mentor Evaluators</p> <p><u>How</u> --Learning walks by Literacy Leadership/Administration/ District. - PLC's minutes turned into administration -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons citing/using specific evidence of student engagement and use this knowledge to plan for future instruction. -Teachers use the Student Engagement Rubric to reflect on their teaching practices.</p> <p><u>PLC Level</u> -Using the individual teacher's Student Engagement Rubrics, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: 1. <i>How are we using trends from the Student Engagement Rubric to plan for our instruction?</i> 2. <i>What barriers are we facing and how will we address them?</i> -PLCs will report and share results with the Leadership Team?</p> <p><u>Leadership Team Level</u> -PLC facilitator shares Student Engagement data with the Leadership Team.</p>	<p>1.2. 2-3x Per Year -Formal Observations</p> <p><u>During Grading Period</u> -Student Engagement Rubric</p>

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		<p>talk. (EET 4d, 4e)</p> <p><u>PLCs Before the Lesson</u></p> <ul style="list-style-type: none"> -PLCs discuss best practices for student engagement. -PLCs discuss how to use the Student Engagement Rubric. -PLCs identify the common assessment for the upcoming content. PLCs are answering the question, “How do we know if they have learned it?” (EET Rubric 1f, 4d) <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <ul style="list-style-type: none"> - Teachers use engagement strategies in the classroom to enhance deep learning. -Teachers recognize the distinction between classrooms in which students are compliant versus engaged. -Teachers ensure students are developing their understanding through: What will I learn today? (Objective), How did I learn it? (Process/Activities), Why am I learning this? (Relevance/Application), and How will I know I learned it? (Self-Assessment/Test) -Teachers provide students choices in a range of task to further understanding. -Teachers reflect on students’ engagement by utilizing the Student Engagement Rubric on a regular basis. <p>Check/Act</p>		<ul style="list-style-type: none"> -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs. 	
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			<p><u>PLCs After the Common Assessment</u> -Based on the data (Engagement Rubric), teachers reflect on their own teaching. (EET Rubric 4a) - Identify and discuss effective student engagement strategies and techniques in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in student engagement in order to share at staff meetings. (EET 4d, 4e) -Classroom coverage is provided for teachers to visit colleague’s classrooms. (EET 4e) -The student engagement strategy is on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p>							
		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:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool				
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1				
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>7%</td> <td>8%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	7%	8%					
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
7%	8%									

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increase from 7% to 8%.		2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2
		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:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.		3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 55 points to 57 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	55 points	57 points				
		3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2
		3.3.	3.3.	3.3.	3.3.	3.3.
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:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 62 points to 64 points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	62 points	64 points				
		4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2
		4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their						

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achievement gap by 50%.							
Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. See 1.1 White: Black: Hispanic: Asian: American Indian:	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1
Reading Goal #5A: The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ___%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
			5A.2. See 1.2	5A.2 See 1.2	5A.2 See 1.2	5A.2 See 1.2	5A.2 See 1.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ___%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ___%.	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:*					
		5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2
	5D.3	5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	-Course specific PLC Facilitators -Reading Coach/Resource	School-wide	PLCs: On-going	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1. Connecting assessment	1.1. <u>Strategy</u>	1.1. <u>Who</u>	1.1. <u>Teacher Level</u>	1.1 <u>2x per year</u>

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Revised July, 2012**

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<p>Mathematics Goal #1:</p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 29% to 33%.</p>	<p>2012 Current Level of Performance:*</p> <p>29%</p>	<p>2013 Expected Level of Performance:*</p> <p>33%</p>	<p>outcomes with instruction</p> <p>Lack of Professional Development in Differentiated Instruction</p> <p>Minimal constructive feedback for students</p> <p>Teachers have varying levels of implementation of Differentiated Instruction</p>	<p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.</p> <p>Action Steps</p> <p>Plan</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-PLCs identify the essential skills for the upcoming content. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p>-As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-PLC teachers instruct students using the core curriculum, incorporating</p>	<p>-Principal</p> <p>-Assistant Principals</p> <p>-Math Resource Teacher</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-Learning walks by Administration/District.</p> <p>-PLC's minutes turned into administration and posted in icon on Internal email. Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p>	<p>-Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in student portfolios.</p> <p>-Teachers chart their students' individual progress using B.T.W Data Collection Sheet</p> <p>-Teachers have students track their own learning on B.T.W. Student Data Sheets</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs discuss student progress.</p> <p>-After assessments, PLCs will consider the following questions:</p> <ol style="list-style-type: none"> 1. How are we using data to inform our instruction? 2. What barriers are we facing and how will we address them? 3. To what degree are we making progress toward the Benchmark goal. 4. Are there skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students? <p>-PLCs will report and share results with the Leadership Team?</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator shares data with the Problem Solving Leadership Team and the</p>	<p>District Baseline and End of Year Testing</p> <p>-Formative Assessments in grades 3-5</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (Show what you know, mid-chapter check points, end of Chapter test.)</p>
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			<p>effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -Teachers give common assessments identified from the core curriculum material. (EET Rubric 3d)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d) -PLC's will use assessment data to sort students and determine next instructional practices. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Based on the data, teachers discuss Differentiated Instructional strategies that were effective. (EET Rubric 4a, 4d) -Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c) -PLCs discuss Differentiated Instructional strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment,</p>		<p>Leadership Team. -Data will be used to plan for future supplemental instruction. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p>	
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			<p>teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p>-Teachers will have students track their own progress on B.T.W. Student Data Sheets</p> <p><u>Faculty</u></p> <p>-Quarterly, team leaders and content area resource teachers will participate in a SIP Reviews to check that strategies are being implemented in all grade levels.</p>			
		<p>1.2. Lack of student engagement</p> <p>Consistent implementation of collaborative structures and checks for understanding</p> <p>Choosing appropriate resources/assignments/assessments to match students' needs and learning styles</p>	<p>1.2. <u>Strategy</u></p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the <i>Student Engagement Rubric (EET 3c)</i></p> <p>Action Steps:</p> <p>Plan</p> <p><u>Teacher PD</u></p> <p>-Teachers will continue to implement collaborative structures focused on previous school based</p>	<p>1.2. <u>Who</u></p> <p>-Principal -Assistant Principals -Math Resource Teacher -Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>--Learning walks by Administration/ District. - PLC's minutes turned into administration -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)</p>	<p>1.2. <u>Teacher Level</u></p> <p>-Teachers reflect on lessons citing/using specific evidence of student engagement and use this knowledge to plan for future instruction. -Teachers use the Student Engagement Rubric to reflect on their teaching practices.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher's Student Engagement Rubrics, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using trends from the Student Engagement Rubric to plan for our instruction?</i> <i>2. What barriers are we facing and how will we address them?</i> -PLCs will report and share results with the Leadership Team?</p> <p><u>Leadership Team Level</u></p>	<p>1.2. -Formal Observations</p> <p><u>During Grading Period</u></p> <p>-Student Engagement Rubric</p>

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		<p>professional development. -Throughout the school year the Math Resource Teacher will assist teachers in planning incorporating collaborative structures and accountable talk. (EET 4d, 4e)</p> <p><u>PLCs Before the Lesson</u> -PLCs discuss best practices for student engagement. -PLCs discuss how to use the Student Engagement Rubric. -PLCs identify the common assessment for the upcoming content. PLCs are answering the question, “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p> <p>Do/Check <u>Teachers in the Classroom</u> - Teachers use engagement strategies in the classroom to enhance deep learning. -Teachers recognize the distinction between classrooms in which students are compliant versus engaged. -Teachers ensure students are developing their understanding through: What will I learn today? (Objective), How did I learn it? (Process/Activities), Why am I learning this? (Relevance/Application), and How will I know I learned it? (Self-Assessment/Test) -Teachers provide students choices in a range of task to further understanding. -Teachers reflect on</p>		<p>-PLC facilitator shares Student Engagement data with the Leadership Team. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p>	
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		<p>students' engagement by utilizing the Student Engagement Rubric on a regular basis.</p> <p>Check/Act <u>PLCs After the Common Assessment</u> -Based on the data (Engagement Rubric), teachers reflect on their own teaching. (EET Rubric 4a) - Identify and discuss effective student engagement strategies and techniques in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in student engagement in order to share at staff meetings. (EET 4d, 4e) -Classroom coverage is provided for teachers to visit colleague's classrooms. (EET 4e) -The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p>			
		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:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1

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Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 7% to 8%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	7%	8%					
			2.2. See 1.2 2.3	2.2. See 1.2 2.3	2.2. See 1.2 2.3	2.2. See 1.2 2.3	2.2. See 1.2 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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 60 points to 62 points.	2012 Current Level of Performance:*						
	60 points	62 points					
			3.2. See 1.2 3.3.	3.2. See 1.2 3.3.	3.2. See 1.2 3.3.	3.2. See 1.2 3.3.	3.2. See 1.2 3.3.
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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 72 points to 73 points.	2012 Current Level of Performance:*						
	72 points	73 points					
			4.2. See 1.2 4.3.	4.2. See 1.2 4.3.	4.2. See 1.2 4.3.	4.2. See 1.2 4.3.	4.2. See 1.2 4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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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
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Math Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1
Mathematics Goal #5A: The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: Black: Hispanic: Asian: American Indian:					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:						
			5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ___%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
			5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ____% to ____%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2
			5D.3	5D.3	5D.3	5D.3	5D.3

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	-Math Coach -Course specific PLC facilitators	School-wide	PLCs: On-going	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches

End of Mathematics Goals

Elementary Science Goals

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

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								of strategy?						
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.				1.1. Connecting assessment outcomes with instruction		1.1. <u>Strategy</u> Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.		1.1. <u>Who</u> -Principal -Assistant Principals - -Science Resource Teacher -Peer and Mentor Evaluators		1.1. <u>Teacher Level</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. -Teachers chart their students' individual progress using B.T.W Data Collection Sheet -Teachers have students track their own learning on B.T.W. Student Data Sheets		1.1. <u>2-3x Per Year</u> Formative Assessments: Grade 5 Revised Test 1 KEOY Science Test Grade 1-4 District Science Pre-Test Grade 1-5 Science District Mid Year Test Grade K-4 District End of Year Test Grade 5 Science FCAT		
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 25% to 29%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of Professional Development in Differentiated Instruction		Minimal constructive feedback for students		Teachers have varying levels of implementation of Differentiated Instruction		<u>How</u> --PLC's minutes turned into administration and posted in icon on Internal email. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor)		<u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers are we facing and how will we address them?</i> <i>3. To what degree are we making progress toward the Benchmark goal.</i> <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i> <i>6. Are there skills that need to be re-taught to targeted students?</i> -PLCs will report and share results with the Leadership Team?		<u>During Nine Weeks</u> -School-generated "Big Ideas" assessments -School-generated Nine week assessments -Student Interactive Notebooks	
	25%	29%												
						<u>Action Steps Plan</u> <u>Planning/PLCs Before the Lesson</u> -PLCs identify the essential skills for the upcoming content. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming instruction. PLCs are answering the question, "How do we know if they have learned it?" -As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.								
						<u>Do/Check</u> <u>Teachers in the Classroom</u> -PLC teachers instruct students using the core						<u>Leadership Team Level</u> -PLC facilitator shares data with the Problem Solving Leadership		

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			<p>curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings. -Teachers give common assessments identified from the core curriculum material. (EET Rubric 3d)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d) -PLC's will use assessment data to sort students and determine next instructional practices. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Based on the data, teachers discuss Differentiated Instructional strategies that were effective. (EET Rubric 4a, 4d) -Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c) -PLCs discuss Differentiated Instructional strategies for re-teaching of essential skills. -PLCs discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment,</p>		<p>Team and the Leadership Team. -Data will be used to plan for future supplemental instruction. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p>	
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			<p>teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d) -Teachers will have students track their own progress on B.T.W. Student Data Sheets</p> <p><u>Faculty</u> -Quarterly, team leaders and content area coaches/resource teachers will participate in a SIP Reviews to check that strategies are being implemented in all grade levels.</p>			
		<p>1.2. Lack of student engagement</p> <p>Consistent implementation of collaborative structures and checks for understanding</p> <p>Choosing appropriate resources/assignments/assessments to match students' needs and learning styles</p>	<p>1.2.. <u>Strategy</u> Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the <i>Student Engagement Rubric (EET 3c)</i></p> <p>Action Steps: Plan <u>Teacher PD</u> -Teachers will continue to implement collaborative structures focused on previous school based professional development. -Throughout the school year the science resource teacher</p>	<p>1.2. <u>Who</u> -Principal -Assistant Principals Science Resource Teacher -Peer and Mentor Evaluators</p> <p><u>How</u> PLC's minutes turned into administration -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)</p>	<p>1.2..2. <u>Teacher Level</u> -Teachers reflect on lessons citing/using specific evidence of student engagement and use this knowledge to plan for future instruction. -Teachers use the Student Engagement Rubric to reflect on their teaching practices. <u>PLC Level</u> -Using the individual teacher's Student Engagement Rubrics, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: 1. <i>How are we using trends from the Student Engagement Rubric to plan for our instruction?</i> 2. <i>What barriers are we facing and how will we address them?</i> -PLCs will report and share results with the Leadership Team?</p> <p><u>Leadership Team Level</u> -PLC facilitator shares Student Engagement data with the</p>	<p>1.2.. 2-3x Per Year -Formal Observations</p> <p><u>During Grading Period</u> -Student Engagement Rubric</p>

			<p>will assist teachers in planning incorporating collaborative structures and accountable talk. (EET 4d, 4e)</p> <p><u>PLCs Before the Lesson</u> -PLCs discuss best practices for student engagement. -PLCs discuss how to use the Student Engagement Rubric. -PLCs identify the common assessment for the upcoming content. PLCs are answering the question, “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p> <p>Do/Check <u>Teachers in the Classroom</u> - Teachers use engagement strategies in the classroom to enhance deep learning. -Teachers recognize the distinction between classrooms in which students are compliant versus engaged. -Teachers ensure students are developing their understanding through: What will I learn today? (Objective), How did I learn it? (Process/Activities), Why am I learning this? (Relevance/Application), and How will I know I learned it? (Self-Assessment/Test) -Teachers provide students choices in a range of task to further understanding. -Teachers reflect on students’ engagement by utilizing the Student Engagement Rubric on a regular basis.</p>		<p>Leadership Team. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p>	
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			<p>Check/Act <u>PLCs After the Common Assessment</u> -Based on the data (Engagement Rubric), teachers reflect on their own teaching. (EET Rubric 4a) - Identify and discuss effective student engagement strategies and techniques in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in student engagement in order to share at staff meetings. (EET 4d, 4e) -Classroom coverage is provided for teachers to visit colleague’s classrooms. (EET 4e) -The student engagement strategy is on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p>			
		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:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Science Goal #2:	<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	4%	6%				

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increase from 4% to 6%.		2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2
		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.						
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
Differentiated Instruction	K-5	- Science Coach	School-wide	PLCs: On-going	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1 -Not all teachers know how to identify student needs from demand writes and/or ask higher order/open-ended questions during one-on-one/Star Interview conferences.	1.1. Strategy Students’ writing skills will improve through identification of trends and need in student work. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide one-on-one conferencing to support Differentiated Instruction (DI), as a result of the common assessments to ensure the mastery of essential skills. Action Steps Plan Planning/PLCs Before the Lesson -PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors. -Based on student writing reviews and PLC discussions	1.1. Who -Principal -Assistant Principals -Writing Resource Teacher -Peer and Mentor Evaluators How -PLC’s minutes turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)	1.1. Teacher Level Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. Teachers will meet with students to fill out goal sheets following each demand writes. PLC/Department Level PLCs will review monthly demand writes, daily drafts, and conferencing notes to determine the number of students demonstrating proficiency in writing, through scoring data and benchmark attainment. District Writing Team-Monthly demand write scores provided through email to Writing Supervisor followed by monthly	1.1. Student monthly demand writes, daily drafts, one-on-one conferences, and goal setting sheet.
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 67% to 71%.	<u>2012 Current Level of Performance:*</u> 67%	<u>2013 Expected Level of Performance:*</u> 71%					

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				<p>regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teacher points for the month ahead. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p>-Based on baseline data, PLCs write grade level goals for each nine weeks.</p> <p>-PLCs record their work in the PLC logs.</p> <p>Do/Check Teachers in the Classroom -Teachers teach daily Writer's Workshop, implementing craft teaching points to elaborate mode-specific writing. -PLC teachers implement the ideas based on specific student needs. -Staff members participate in talking with students focused on their needs in writing conventions and spelling.</p> <p>Teachers will meet with students to fill out goal sheet following each demand writes.</p> <p>-The Writing Resource Teacher provides professional development through grade-level PLCs to address the use of monthly calendar menus connected with student writing samples and state standards/benchmarks.</p> <p>Check/Act Teachers/PLCs after the Common Assessment -Teachers bring assessment data, student drafts, monthly demand writes and conferencing notes to</p>	<p>fourth-grade writing review meetings and support pieces provided at monthly resource/contact meetings.</p> <p>Leadership Team Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	
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				<p>PLC meetings. -As a Professional Development activity, PLCs examine student conference notes, daily drafts; monthly demand writes and adjusts the monthly writing menu of teaching points in order to share ideas to grow students through daily Writers' Workshops. -PLCs reconvene to discuss ideas/lessons from the online MOODLE course and share monthly writing resource/contact meeting information. -PLCs review nine-week data and set a new goal for the following nine weeks. -PLCs record their work in the PLC logs.</p> <p>Whole Faculty -Quarterly, team leaders and content area coaches/resource teachers participate in faculty SIP Reviews to check that strategies are being implemented in all grade levels.</p>			
		<p>1.2. - Not all teachers know how to promote the use of elaboration and mode in student-created writing.</p> <p>Not all teachers are aware of higher order/open ended questioning to engage the writer in their own thinking during one-on-one conferencing.</p>	<p>1.2 Action Steps: Plan: Teacher Professional Development: -Using student data and writing samples, Professional Learning Committees (PLCs) will meet to discuss student trends and needs. They will write goals for each nine weeks and plan for instruction to meet the needs of the students. Information discussed will be recorded on PLC logs and shared with administration. -Grade level planning meetings will incorporate Professional Development on the Writer's Workshop process, mode-specific writing, types of elaboration and craft, and resources to meet student needs. -Following the scoring of the monthly demand prompts, PLCs</p>	<p>1.2. Who Classroom Teachers Principal APs Writing Resource/Contact District Writing Team Generalist</p> <p>How -PLC logs turned into administration -Classroom walk-throughs observing lessons using elaboration and craft. -Student writing portfolios and Star Interview documentation -Visuals in classrooms (anchor charts, student work, and word walls) -Evidence in lesson plans -Sign-in sheets from school-based</p>	<p>1.2. PLCs will meet to discuss student writing during bimonthly meetings through the use of student demand writes papers and student drafts. -PLCs will verify the number of students reaching proficiency in writing based on state requirements through use of state anchor papers as a foundation for score determination. Student pieces will be reviewed to find trends and needs in order to drive instruction. -The Writing Resource will share data with the Problem Solving Leadership Team monthly and discuss trends in data and instructional needs in order to determine students in need of interventions. -The district writing team will review accuracy of scoring, student needs, and intervention strategies</p>	<p>1.2. Student monthly demand writes, daily drafts, one-on-one conferences, and goal setting sheet.</p>	

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			<p>will discuss student needs, write individual student interventions, and create a monthly menu for craft and ways to elaborate. The Writing Resource will pull resources to aide in instructional planning.</p> <p>-Professional Development will be provided through online MOODLE courses, grade level trainings, and PLC meetings.</p> <p>-The Writing Resource Teacher provides professional development through grade level PLCs in order to address the need for teachers to use open-ended/higher order probing question techniques.</p> <p>-Teachers plan lessons that directly correlate to the needed rigor of state standards/benchmarks through daily Writers' Workshops based on independent student writing needs.</p> <p>Do/Check Teachers in the Classroom</p> <p>-Teachers provide differentiated instruction through one-on-one/Star Interviews on a monthly basis with each student to promote elaboration and subsequent student revisions.</p> <p>-Teachers use open-ended/higher order probing questions during one-on-one writing conferences ("Touch and Go", "Star", "Smile").</p> <p>Check/Act PLCs After the Common Assessment</p> <p>-Based on the data (student daily drafts, monthly demand writes, conference logs, and "Smile" or "Star" Interviews), teachers reflect on their own teaching. (EET Rubric 4a).</p> <p>The fourth-grade team with the writing resource teacher will receive monthly writing review meetings with district writing</p>	<p>professional development</p> <p>-District walk through checklist</p>	<p>during monthly writing review meetings.</p>	
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			<p>team representatives. Administrators/Leadership Team -Administration conducts classroom observations together with Writing Resource Teacher to determine best practice writing instruction through K-5 classrooms. -Classroom coverage is provided for teachers to visit colleague's classrooms. -Writing Resource shares data monthly at PSLT/Leadership and School Advisory Council meetings.</p>			
		<p>1.3. - Not all teachers are able to attend writing trainings on dates available by the district</p>	<p>1.3 -As a professional development activity, teachers attend grade level trainings. Teachers will receive support through online professional development opportunities such as "Write on Target", and "K/1 Performance Level Matrix" (standards connected with student writing). Online writing courses are available 24/7 at any location.</p>	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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of 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
1. Attendance	1.1 No coordination exists	1.1. Tier 1	1.1. Attendance committee will keep	1.1. Attendance committee	1.1. Instructional

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<p>Attendance Goal #1:</p> <p>1. The attendance rate will increase from 94% in 2011-2012 to ___% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>	<p>2012 Current Attendance Rate:*</p> <p>94%</p>	<p>2013 Expected Attendance Rate:*</p>	<p>within the school to ensure that student attendance monitoring exists and that duplication of services is not occurring.</p>	<p>The school will re-establish an Attendance committee comprised of Administrators, social worker, teachers and other relevant personnel to review the schools Attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The Attendance committee meets every once a month.</p>	<p>a log and notes that will be reviewed by the Principal and shared with faculty.</p>	<p>will monitor the attendance data from the targeted group of students.</p>	<p>Planning Tool Attendance/Tardy data</p>	
	<p>2012 Current Number of Students with Excessive Absences (10 or more)</p> <p>110</p>	<p>2013 Expected Number of Students with Excessive Absences (10 or more)</p> <p>99</p>						
	<p>2012 Current Number of Students with Excessive Tardies (10 or more)</p> <p>88</p>	<p>2013 Expected Number of Students with Excessive Tardies (10 or more)</p> <p>79</p>	<p>Students are absent and parents are not contacting the school.</p>	<p>Tier 1 All teachers contact parents after the third unexcused absence. Teachers record documentation of contact (to be used for an Attendance Referral if needed).</p>	<p>Tier 1 All teachers will complete attendance by a predetermined time by the attendance team and will be given to the office or placed in Edconnect. The Administrative Team will inform teachers about late school buses prior to school being in session.</p>	<p>Social worker will meet with teachers once a month at data chats. Student centered meetings to review excessive attendances. And keep spreadsheet to document what students are being discussed.</p>	<p>Attendance committee and PSLT will monitor the attendance data from the targeted group of students.</p>	<p>Instructional Planning Tool</p>
			<p>Students present and are being marked absent.</p>	<p>Tier 1 All teachers will complete attendance by a predetermined time by the attendance team and will be given to the office or placed in Edconnect. The Administrative Team will inform teachers about late school buses prior to school being in session.</p>	<p>Tier 1 Classes with perfect attendance for the early release are eligible to win various incentives. All Classes who have perfect attendance will receive a banner for their classroom door. All grade parents will receive information on the importance of attendance with a letter sent to the home. The attendance team will review data from parent of EELP and primary grade student's surveys from 12-13 school years. Teachers or a specified designee of students who miss three days of school in 20 days will contact the student's caregiver to assess the student's needs. These contacts will be communicated to the</p>	<p>Data Processor send an email through the internal school email a list of students and reasons for absences to the school.</p>	<p>Data Processor shares information with teachers on a daily basis.</p>	<p>Attendance/Tardy data Parent Link</p>
		<p>Early release days, data yielded higher percentage of student attendances, especially in the EELP and primary grades.</p>	<p>Tier 1 Classes with perfect attendance for the early release are eligible to win various incentives. All Classes who have perfect attendance will receive a banner for their classroom door. All grade parents will receive information on the importance of attendance with a letter sent to the home. The attendance team will review data from parent of EELP and primary grade student's surveys from 12-13 school years. Teachers or a specified designee of students who miss three days of school in 20 days will contact the student's caregiver to assess the student's needs. These contacts will be communicated to the</p>	<p>Tier 1 Classes with perfect attendance for the early release are eligible to win various incentives. All Classes who have perfect attendance will receive a banner for their classroom door. All grade parents will receive information on the importance of attendance with a letter sent to the home. The attendance team will review data from parent of EELP and primary grade student's surveys from 12-13 school years. Teachers or a specified designee of students who miss three days of school in 20 days will contact the student's caregiver to assess the student's needs. These contacts will be communicated to the</p>	<p>Attendance Team will Submit letters to teachers and teachers will assure all students get a copy. Results from survey will be shared at PSLT meeting Communication logs, school social worker and/or designee PLC logs/minutes will be reviewed at PSLT meetings.</p>	<p>Data from the Classes that receive the incentive will be reviewed to assess stability and/or increase in attendance. Review attendance data at least quarterly.</p>	<p>Mainframe/IPT</p>	

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				social worker (<i>preferably via email or in person</i>).			
		1.2. There is not a system to reinforce parents for facilitating improvement in attendance.	1.2. Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the PSLT Team) collaborate to assure that a letter is sent home to parents outlining the state statute that requires parents to send students to school.	1.2. Social Worker PSLT	1.2. Social Worker will disaggregate attendance data for the "Tier 2" group along with the PSLT and maintain communication about these children.	1.2. Instructional Planning Tool Attendance/Tardy data	
			Tier 2 When a student reaches 5 days of unexcused absences, social worker or other identified staff contacts the parents via the phone and records documentation on the Attendance Intervention form (SB90717).	Social Worker Attendance Committee Discussed during Data Chats	Social Worker will report to Attendance Committee the parent responses from phone communication, and print out student data for attendance remediation.	Instructional Planning Tool Education Connection Attendance/Tardy data	
		1.3. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	Tier 2/3 When a student reaches 6-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified staff will investigate the reason for the absences and may notify the parents and guardians via mail that future absences/tardy must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardy.	Social Worker Attendance Committee Discussed during Data Chats	Social Worker will report to Attendance Committee the parent responses from phone communication, and print out student data for attendance remediation.	Instructional Planning Tool Education Connection Attendance/Tardy data	
			1.3. Tier 3 An attendance referral is generated. The social worker with the family to create an Attendance Improvement Plan. Every nine weeks, parents will receive Hornet dollars as an incentive for their students attending school.	1.3. Social Worker Other PSLT members as needed School Security – SRO Social Worker	1.3. Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker) Social Worker	1.3. Instructional Planning Tool Attendance/Tardy data Instructional Planning Tool Attendance/	

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

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

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

Suspension Goal(s)

Suspension Goal(s)		Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Suspension		Teachers need to have common behavioral expectations for specific settings (e.g., hallway, bathroom), as well as providing explicit instruction to students on the expectations and rules for appropriate classroom behavior.	PBS Team will develop situation-specific expectations and rules. They will be established through staff survey and discussion and provide training to staff in methods for teaching and reinforcing the rules and expectations in these situations. A calendar for teaching expectation and rules will be established and specific lessons will be provided.	PBS Team	PBS Team will use the Benchmarks of Quality (BoQ) and analyze data of Office Discipline Referrals (ODR), out of school suspensions (OSS), and classroom referrals monthly.	RtI-Behavior Database	
Suspension Goal #1:	2012 Total Number of In-School Suspensions						2013 Expected Number of In-School Suspensions
1. The total number of In-School Suspensions will decrease by 10%.	1						0
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School						2013 Expected Number of Students Suspended In-School
	1	0				PBS Lesson Calendar	
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	127	114					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	64	57				RtI-Behavior Database	
		Our school does not have a clear school-wide system for reinforcing students specifically for following expectations and rules.	PBS Team will develop a system for classroom teachers and other staff to reward students for following expectations and rules.	PBS Team allocates funds/resources as needed	PBS Team will use the Benchmarks of Quality (BoQ) and review data on ODR, OSS, and classroom referrals monthly.		
		Teachers are asked to	Tier 1: PBS Team will	PBS Team	PBS Team will review data on	Informal Walk-through	

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		implement a variety of initiatives for improving social skills and reducing bullying behavior (e.g., Character Education, Conscious Discipline, OLWEUS Bullying Prevention, Second Step & Steps to Respect).	survey staff, interview key stakeholders, and collaborate with district representatives to coordinate behavioral instruction with teaching rules and expectation.	Administration	ODR, OSS, and classroom referrals monthly.	Checklist PBS Lesson Calendar Teacher Survey results
		Providing supplementary support in social skill/coping groups takes away from academic time.	Tier 2: The PSLT -subgroup will review Office Time-Out log and IP data documenting lost instructional time associated with OSS. ODR and AAR data will also be used to allocate resources, including referral to groups, counseling and community resources as situations arise. MTSS procedures for problem-solving at Tier 2 will be developed. Faculty training in behavioral intervention will be provided using the You Can't Make Me curriculum by Dr. Sylvia Rockwell.	Guidance Social Worker School Psychologist	The PBS Team will review suspension data and determine the percent of student with 5 or more suspensions in a nine week period. The Team will review behavior data and report progress to PSLT monthly.	Monthly ODR, OSS, and classroom referral data
		Our school does not have an active FBA/BIP Team.	Tier 3: Trained personnel and a set meeting time will be identified; additional teachers will be trained as needed.	Guidance Social Worker School Psychologist District FACT Consultant	The FBA/BIP Team will review suspension data and time out logs, as well as progress monitoring of Tier 2 interventions to determine students in need of intensive behavioral interventions. The Team will review suspension data biweekly and report progress to PSLT monthly.	Monthly Data
		Data indicates that the number of ODRs and OSS continue to increase, and appear to be concentrated in specific grade levels.	PBS Team will review data and make recommendations to the PSLT regarding grade level intervention.	PBS Team	PSLT subgroup will review data on ODR, OSS and classroom referrals monthly in targeted grade levels.	RtI-Behavior Database

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.

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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

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.

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1. Students will engage in one hour of PE instruction every four days for the school year in grades K through 5.	1.1. Principal PE Teachers	1.1. Master schedule	1.1.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 66% on the Pretest to 79% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	66%	79%					
			1.2.	1.2. Heath and physical activity initiatives developed and implemented by the school’s HEART team.	1.2. HEART team	1.2. HEART team notes and agendas	1.2. PACER test component of the Fitness Gram PACER for assessing cardiovascular health.
			1.3.	1.3. Students will participate in teacher directed PE for thirty minutes each day on the days they do not have a formal PE class.	1.3. Principal Classroom teachers	1.3. classroom walk-throughs, class schedules	1.3. PACER test component of the Fitness Gram PACER for assessing cardiovascular health.
		1.4.	1.4. Using the PACER score P.E. Coaches will meet with students to discuss what is needed to be in the HFZ.	1.4. PE Teachers	1.4.Punch cards and quarterly monitoring.	1.4. PACER test component of the Fitness Gram PACER for assessing cardiovascular health.	

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			Then students will set goals for obtainment. Students will participate in the mileage club by walking a minimum of one time a week. Punch cards will be utilized to monitor progress.			
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Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. -Increasing number of ELL students -Time to meet and focus on ELL strategies	1.1. The ESOL Resource teacher will share strategies and best practices to incorporate when planning for instruction with teachers at weekly staff meetings.	1.1. Administration	1.1. Principals will review walk through data to indicate use of ESOL strategies	1.1. Teacher survey
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that “There is appropriate support for English Language Learners at this school (under Teaching and Learning)” will increase from 23.2% in 2012 to 30% in 2013.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	23.2%	30%	1.2. -Increasing number of ELL students -Language Barriers for school and home communication	1.2. The school will provide bi-lingual communication for school and home communication and translation at school functions.	1.2. Administration	1.2. Principals will review teachers’ Parent documentation forms at the end of each Grading Period	1.2. Parent Survey
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						

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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

End of Additional Goal(s)

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:	Lack of time for teachers to plan for ELL accommodations beyond	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves	Who -School based Administrators	Analyze core curriculum and district level assessments for ELL students. Correlate to	<u>During the Grading Period</u> -Core curriculum end of core common unit/ segment

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The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 44% to 47%.	44%	FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support.	through participation in the following <u>day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies:</u> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	-ESOL Resource Teachers - Bilingual Education Paraprofessional <u>How</u> -Administrative and ERT walk-throughs using ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	accommodations to determine the most effective approach for individual students.	tests
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 30%.	<u>2012 Current Percent of Students Proficient in Reading :</u> 27%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1	2.1. See CELLA Goal 1.1
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 15% to 18%.	<u>2012 Current Percent of Students Proficient in Writing :</u> 15%					
		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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	N/A					
		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).		M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M:	2012 Current Level of Performance:*					
	2013 Expected Level of Performance:*					
	N/A					
		M.2.	M.2.	M.2.	M.2.	M.2.
		M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Increase the number of and participation in STEM competitions and events, including STEM Fair, Math Bowl, Science Olympics, etc.	1.1 Lack of Student Background knowledge Time to work with students to prepare for participation in events.	1.1 -Promote STEM strategies through professional learning communities. -PLC logs -Increase effectiveness of lessons through differentiated instruction	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/ Content area walk-throughs	1.1 Logging number of participation in project-based learning events in math, science and STEM per year. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Sustain/Increase the number of Career Technical Education speakers from 50 in 2011-2012 to 60 in 2012-2013.	1.1. Difficult to get teachers for this event.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1. Guidance Counselor	1.1. Data will be collected and analyzed by the Problem Solving Leadership Team.	1.1. Log of CTE special speakers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Parental Involvement Plan - See PIP	Supplies (including food) to support Family Night Events (Cooking with Curriculum Family Night, Focus included Reading, Math, Science and Writing connections) Clarifying details: Vendors included Wal-Mart	\$200	
Parental Involvement Plan - See PIP	Door prizes to use for parent drawings that will be held at Parenting Partners and Math, Science, and Writing Family Night Clarifying details: Vendors included Wal-Mart.	\$100	
Reading – Goal 1.1 Differentiated Instruction	Reading FCAT prep Curriculum to support EdVenture.	\$250	
Reading, Math & Science – Goal 1.2 Student Engagement	Motivational field trips related to FCAT prep Clarifying details: Bowling, movies, etc.	\$400	
Reading, Math & Science – Goal 1.2 Student Engagement	Food snacks for students attending Saturday School	\$100	
Writing – Goal 1.1	Food snacks for students attending Saturday School	\$100	
Final Amount Spent			