

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Seminole Heights Elementary School	District Name: Hillsborough
Principal: Jackie Masters	Superintendent: MaryEllen Elia
SAC Chair: Sarah Wright	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Jackie Masters	EdD EdLeadership, EdS Media and Tech, MS Admin, BA ElemEd Certifications: ElemEd 1-6, Gifted, Principalship & ESOL	13	14	Seminole 11-12 C Seminole 10-11 C @ 79% AYP Seminole 09-10 A @ 82% AYP Seminole 08-09 A @ 92% AYP Seminole 07-08 B @ 95% AYP Seminole 06-07 B @ 100% AYP
Assistant Principal	Cynthia Wilkinson	BA Ed, MSEdLdrshp Certifications: Ed Ldrshp, ElemEd, Gifted & ESOL	3.75	3.75	Seminole 11-12 C Seminole 10-11 C @ 79% AYP Seminole 09-10 @ 82% AYP Seminole 08-09 A @ 92% AYP Potter 07-08 C @ 77% AYP Cahoon 06-07 A @ 100% 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 Coach	Diana Sequeira-Torres	BS Elementary Education	2	2	Seminole 11-12 C Carrollwood 10-11 A @ 85% AYP
ESE Specialist	Tina Herbst	MS, VE, BS Elementary ED & SLD, Certif. – Elementary Ed, VE, SLD, ESOL	13	3	Seminole 11-12 C Seminole 10-11 C @ 79% AYP Seminole 09-10 @ 82% AYP Seminole 08-09 A @ 92% AYP Seminole 07-08 B 95% AYP
Writing Contact	Oriana Eversole	Bachelor of Science Education	2	2	Seminole 11-12 C Seminole 10-11 C @ 79% 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	Leadership Team & Administrators	June, 2012	
2. MAP	Supervisor of Data Analysis	July, 2012	
3. Pay for Performance	Gn. Dir. Federal Prog. And Prin.	June, 2012	
4. New Teacher School Induction	Administration	August, 2012	
5. New Teacher Orientation	District Elementary Staff	July, 2012	

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6. School Mentorship Program	Administrators	ongoing	
7. District Mentor Program	District Mentors	ongoing	
8. District Peer Program	District Peers	ongoing	
9. Opportunities for teacher leadership	Principal	ongoing	
10. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>Teachers</p> <ul style="list-style-type: none"> • 11 out of field 	<p><u>Administrators</u> Meet with the teachers at least two times per year to discuss:</p> <ul style="list-style-type: none"> • Preparing for and taking the certification exam • Completing classes needed for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Reading Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Team Leaders</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all

Staff Demographics

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

*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

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46	13% (6)	20% (9)	43% (20)	24% (11)	28% (13)	91% (42)	9% (4)	0% (0)	59% (27)
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Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Audrey Hines	Annemarie Fraga – Kindergarten (Second Year)	EET Mentorship	Modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Audrey Hines	Jaclyn Patterson – First Grade (Second Year)	EET Mentorship	Modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Audrey Hines	Erin Shortt – First Grade (Second Year)	EET Mentorship	Modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Audrey Hines	Cristina Kirchmyer – Fourth Grade	EET Mentorship	Modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Audrey Hines	Kris Pavone – Art (Second Year)	EET Mentorship	Modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Mary Wilt	Valerie Martinez	EET Mentorship	Modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Mary Wilt	Debra Cutler-Lurie	EET Mentorship	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.

<p>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.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs NA</p>
<p>Nutrition Programs NA</p>
<p>Housing Programs NA</p>
<p>Head Start We utilize information from students in Head Start to transition into Kindergarten.</p>
<p>Adult Education NA</p>
<p>Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.</p>
<p>Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.</p>
<p>Other NA</p>

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

- Principal – Jackie Masters
- Assistant Principal – Cynthia Wilkinson (also serves as ELP Coordinator and ELL Chair)
- Guidance Counselor – Kelly Venuti
- School Psychologist – Erin Anderson
- Social Worker – Brittany Kier-Bayliss
- Academic Coaches – Randi Bergendale, Diana Sequeira-Torres, Cherrin Brock, Oriana Eversole
- ESE Specialist – Tina Herbst
- ESE Teachers - Melinda DeSanto, Renee Bostwick
- SAC Chair - Sarah Wright
- (Note: not all members attend every meeting, but are invited based on the goals for the meeting.)

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

The MTSS Leadership Team is considered the main leadership team in our school. The MTSSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive).
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' of skill deficits through:
 - Tutoring during the day in small group pull-outs in reading, math and science.
 - Extended Learning Programs during and after school.
 - Saturday Academies.
 - Intensive Reading and Math classes.
 - Maintain an updated school resource map.
 - Identify progress monitoring tools aligned with core curriculum and research based interventions available at our school.
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Review and interpret student data (academic, behavior and attendance) at school and grade levels.
- Organize and support systematic data collection as needed.
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs.
 - Use of school-based *Reinforcement Instructional Calendars for reading, writing, math, and science, Mini-Lessons and Mini-Assessments* (data will be collected by PLCs and entered and compiled for analysis by members of the MTSSLT).
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected a by PLCs and entered and compiled for analysis by members of the MTSSLT).
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcome through data summaries and conferences.
- At the end of each nine weeks, assist in the monitoring implementation of interventions through fidelity checks and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is responsible for developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Use intervention planning forms to communicate initiatives between the MTSSLT and PLCs.

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

- The Chair of SAC is a member of the MTSSLT.
- The MTSSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections and related professional development plans for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that on the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity.

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 PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation for data collection and management. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team by the subject area PSLT representatives.
- The PSLT and PLCs both hypothesized the reasons reading and math both dropped significantly were because the staff became complacent, there wasn't a sense of urgency among any of the staff, and lessons were not rigorous enough to "make the learning stick." , to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop 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
- PSLT data collection:
 - Tier 1
 - Collect universal screening an/or common assessment data
 - Identify proficiency cut points on various progress monitoring tools
 - Determine specific student (and/or subgroup) needs for differentiated instruction and remediation
 - Provide appropriate core curriculum instruction that is reflective of research based best practices and utilizes differentiated instruction
 - Use of progress monitoring tools (FAIR, DRA) and benchmark data
 - Summarize data collected for decision making purposes with regards to students requiring differentiated instruction
 - Completion of PSLT/RtI data collection forms as appropriate
 - Tier 2

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- Use Tier 1 information as well as the following:
 - Ongoing progress monitoring tools (FAIR, DRA)
 - Documentation of small group or individual instruction on a specific skills delivered with intensity and rigor
 - Ongoing classroom assessment using teacher made assessments
 - Documentation of use of strategic supplemental and academic programs
 - Documentation of implementation of small group training in behavior skills
 - Documentation of student participation in ELP program to provide additional interventions
 - Summarization of student data into graphic formats to determine if interventions provided are effective and if students are responding to interventions
 - Completion of PSLT/RtI data collection forms as appropriate
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Completion of fidelity checks
- Tier 3
 - Tier 1 and 2 information as well as the following:

Collection of data on a daily or weekly basis, appropriateness determined by the PST and rigor and intensity of intervention

- Graphic documentation of results of evidence-based hypotheses interventions provided to determine whether student is responding to interventions
- Documentation of individualized interventions provided daily and with intensity
- Completion of PSLT/RtI forms as needed
- Completion of fidelity checks

Core Curriculum (Tier 1)

Data Source	Database	Person(s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District assessments	Data Walls Scantron Achievement Series	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Walls	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Walls	Reading Coach/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (see below) of chapter/segments tests using adopted	Subject Area Generated Database	SALS, individual teachers, PSLT

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curriculum resources		
Teacher’s common core curriculum assessments on units of instruction/big ideas in all subject areas.	Ed-Line PLC Database PLC Logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite of knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem-solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>The Literacy Leadership Team serves as the school’s literacy Profession al Learning Community. The team is comprised of :</p> <ul style="list-style-type: none"> • Principal • Assistant Principal for Curriculum • Reading Coach • Reading Teachers

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- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Grade Level Team Leaders

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development Common Core, Reciprocal Teaching, Reading trainings: DRA, Running Records, and Readers Workshop
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner 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 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. -Teacher knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers.	1.1. Common Core Reading Strategy Across All Content Areas Reading Comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -APEI -Instructional Reading Coaches -School Psychologist -Guidance Counselor -Peer & Mentor Evaluators How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCs turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the online grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC Facilitator/Team Leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> -FAIR <u>During the Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: In grades 3-5, the % of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 51% to 54%.	<u>2012 Current Level of Performance:*</u> 51% (47)	<u>2013 Expected Level of Performance:*</u> 54% (50)					

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					strategy implementation.		
			<p>1.2. -Teacher knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers.</p>	<p>1.2. Common Core Reading Strategy Across All Content Areas Reading Comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation.</p> <p>Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.2. Who -Principal -APEI -Instructional Reading Coaches -School Psychologist -Guidance Counselor -Peer & Mentor Evaluators</p> <p>How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCs turn their logs into administration after a unit of instruction is complete. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the online grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC Facilitator/Team Leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>3x per year</u> -FAIR</p> <p><u>During the Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit, intervention checks)</p>
			<p>1.3. -Teacher knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers.</p>	<p>1.3. Common Core Reading Strategy Across All Content Areas Reading Comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text,</p>	<p>1.3. Who -Principal -APEI -Instructional Reading Coaches -School Psychologist -Guidance Counselor -Peer & Mentor Evaluators</p>	<p>1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the online grading system data to calculate their students' progress towards their PLC</p>	<p>1.3. <u>3x per year</u> -FAIR</p> <p><u>During the Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit, intervention checks)</p>

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			<p>shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation.</p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCs turn their logs into administration after a unit of instruction is complete. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Facilitator/Team Leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	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.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.
<p><u>Reading Goal #2:</u> In Grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading Test will increase from 30% to 33%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>30% (28)</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>33% (31)</p>				
			2.2.	2.2.	2.2.	2.2.
			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

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3. FCAT 2.0: Points for students making Learning Gains in reading.		3.1.	3.1.	3.1.	3.1.	3.1.	
Reading Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students making learning gains on the 2013 FCAT Reading Test will increase from 65 points to 70 points.	65 points	70 points	<p>3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backward design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?</p> <p><u>Actions/Details</u> Grade level PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on the log. -Additional action steps for this strategy are outlined on grade level PLC Action plans.</p>	<p>3.1. <u>Who</u> Principal AP Instruction Coaches Team Leaders PLC Facilitators</p> <p><u>How</u> -PLCs turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs.- Administrators and coaches attend targeted PLC meetings. -Progress of PLCs discussed at Leadership Team. -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or Leadership Team.</p>	<p>3.1. <u>3x per year</u> -FAIR</p> <p><u>During the Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit, intervention checks)</p>
			<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p>	<p>3.2. <u>Strategy/Task</u> Student achievement improves when teachers use the ongoing student data to differentiate instruction.</p> <p><u>Action/Details</u> Within PLCs Before Instruction and During Instruction of new Content</p>	<p>3.2. <u>Who</u> Principal AP Instruction Coaches Team Leaders PLC Facilitators</p> <p><u>How</u> -PLCs turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. - Teachers use the online grading system data to calculate their students’ progress towards their PLC and/or individual SMART</p>	<p>3.2. <u>3x per year</u> -FAIR</p> <p><u>During the Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit, intervention checks)</p>

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		<p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques. <i>PLCs After Instruction</i> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers using a problem-solving question protocol, identify students who need re-teaching interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>	<p>on their logs.- Administrators and coaches attend targeted PLC meetings. -Progress of PLCs discussed at Leadership Team. -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Facilitator/Team Leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>
	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>			<p>4.1. -Scheduling time for the principal/APEI to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. Strategy Across All Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Action/Details Academic Coach -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all PLCs to: -Facilitate lesson planning that embeds rigorous tasks. -Facilitate development, writing, selection of higher-order, text dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy. -Facilitates the identification, selection, development of rigorous core curriculum common assessments. -Facilitates core curriculum assessment data analysis. -Facilitate the planning for interventions and the intentional grouping of students. -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p>	<p>4.1. Who Administration How -Review of Coach's log -Review of Coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs, or planning sessions).</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interaction with teachers (planning, co-teaching, modeling, debriefing, professional development, and walk-throughs). -Administrator/Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>4.1. <u>3x per year</u> -FAIR <u>During the Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit, intervention checks)</p>
<p>Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013FCAT Reading will increase from 69 points to 73 points.</p>	<p>2012 Current Level of Performance:*</p> <p>69 points</p>	<p>2013 Expected Level of Performance:*</p> <p>73 points</p>					

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			<p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools.</p> <p>This data is used for future professional development, both individually and as a department.</p> <p>Leadership Team and Coach</p> <p>-The academic coach meets with the principal/APEI to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APEI to:</p> <ul style="list-style-type: none"> -Review log and work accomplished and -Develop a detailed plan of action for the next two weeks. 			
		4.2. -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.	4.2 <u>Strategy</u> Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not	4.2. <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and the ELP teachers outlining skills that need remediation.	4.2. Supplemental data shared with leadership and classroom teachers who have students.	4.2. Curriculum Based Measurement (CBM)

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		-Minimal communication between regular and ELP teachers.	mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.				
		4.3	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 achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: 68% (46) to 72% (49) Black: 41% (20) to 45% (22) Hispanic: 40% (15) to 45% (17) Asian: NA American Indian: NA	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.	
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White students scoring satisfactory on the 2013 FCAT/FAA Reading will increase from 68% to 72%.	White: 68% (46) Black: 41% (20)	White: 72% (49) Black: 45% (22)					
The percentage of Black students scoring satisfactory on the 2013 FCAT/FAA reading will increase from 41% to 45%.	Hispanic: 40% (15) Asian: NA	Hispanic: 45% (17) Asian: NA					

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The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA reading will increase from 40% to 45%.	American Indian: NA	American Indian: NA						
			5A.2.	5A.2	5A.2	5A.2	5A.2	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1	5B.1.	5B.1.	5B.1.	
<u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA reading will increase from 40% to 43%.			2012 Current Level of Performance:* 40% (46)	2013 Expected Level of Performance:* 43% (49)	See Goals 1, 3, & 4			
			5B.2.	5B.2.		5B.2.	5B.2.	5B.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.	
<u>Reading Goal #5C:</u>			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Improving the proficiency of ELL students in our student is of high priority.	ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the	-School based Administrators -District Resource	
								-Who -Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future

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<p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from % to ____%.</p> <p>NA</p>			<p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of CALLA is not consistent across core courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4</p> <p>"Checklist for Evaluating CALLA Instruction.</p>	<p>instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.</p>
		<p>5C.2.</p> <p>-Improving the proficiency of ELL</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based</p>	<p>5C.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson</p>	<p>5C.2.</p> <p>-FAIR</p> <p>-CELLA</p>	

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		<p>students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program <u>A+Rise</u> located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>-ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.</p>	<p>Administrators -District Resource Teachers -ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative walk-throughs</p>	<p>outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>
				<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p><u>Reading Goal #5D:</u></p> <p>The percentage of SWD scoring satisfactory on the 2013 FCAT/FAA Reading will increase from 19% to 23%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>19% (3)</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>23% (4)</p>	<p>5D.1.</p> <p>-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1.</p> <p><u>Strategy</u></p> <p>SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.</p> <p>-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.</p> <p>-Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>5D.1.</p> <p><u>Who</u></p> <p>Principal, Site Administrator, Assistant Principal ESE Specialist</p> <p><u>How</u></p> <p>IEP Progress Reports reviewed by AP</p>	<p>5D.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1.</p> <p>-FAIR</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance.</p>
				<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions Plan</u></p>	<p>5D.2.</p> <p><u>Who</u></p> <p>-School based Administrators -PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific SWD information) for like courses/grades.</p>	<p>5D.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.</p> <p><u>PLC Level</u></p>

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			<p>For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD?</p> <p><i>Plan for the “Do”</i> What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/Analyze Checks for Understanding and Student Work during the unit.</i></p>		<p>-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	
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			<p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <ul style="list-style-type: none"> -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <ul style="list-style-type: none"> -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? 			
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			<p>Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?</p>			
		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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		
Differentiated Instruction	Pre-K-5	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches
The 3 S's of Complex Text: Selecting/Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	K-5	Reading Coach and Team Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	K-5	Reading Coach and Team Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	K-5	Reading Coach and Team Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches
IEP Training	K-5	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	K-5	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

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		2.1.	2.1.	2.1.	2.1.	2.1.
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Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1. 1. Health problems	1.1. Elementary students will engage in the 30 minutes per day of vigorous physical activity	1.1. Principal Assistant Principal Classroom Teacher Physical Education	1.1. Checking teachers schedules and making sure they are followed	1.1. Teacher Lesson plans
Health and Fitness Goal #1:	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	2. Attire 3. Nutrition				

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During the 2011-2012 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 88% on the Pretest to 94% on the Posttest.	88%	94%			Teacher		
			1.2. Weather	1.2. Health and physical activity initiatives developed and implemented by the school’s Fitness team. - Jump Rope A Thon - Walk to Hillsborough - Field Days	1.2. Fitness Team	1.2. Fitness team notes	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health
			1.3.	1.3. Students will engage in physical education activity for a minimum of 150 minutes a week with a minimum of 60 minutes taught by a certified physical educator	1.3. Physical Education Teacher, Administration Classroom Teacher	1.3. Classroom walk-throughs Teacher schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health

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
Physical Education Ideas	ALL	Fitness Team	School Wide	Once a quarter	Grade level meeting with a Fitness team member	
Nutrition	ALL	Partner Chef	School Wide	TBD	Collaboration with partner chef from restaurant	

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
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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. Not enough time to fully utilize progress monitoring tools.	1.1. Using PLC, curriculum grade level, and RtI meetings to identify appropriate interventions with corresponding progress monitoring tools.	1.1. <u>Who:</u> Administrations and PSLT <u>How:</u> Intermittently attend grade level meetings and PLCs, as well as review logs.	1.1. PSLT will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1. PLC Facilitators will provide feedback to PSLT team on progress of their PLC.
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that “The teachers that I work with use daily classroom data to make informed decisions about teaching and learning” (under Teaching and Learning)” will increase from 90% in 2012 to 95% in 2013.	<u>2012 Current Level</u> :*					
	<u>2013 Expected Level</u> :*					
	90%	95%				
		1.2. Not all staff is trained in various progress monitoring tools.	1.2. The PSLT will provide module based trainings.	1.2. <u>Who:</u> Principal and trained staff members <u>How:</u> Monitor attendance	1.2. PSLT will examine the feedback from all PLCs and determine next steps in the PLC process at the trainings.	1.2. PLC Facilitators will provide feedback to PSLT team on progress of their PLC.
		1.3. Not all staff understand what tools are most appropriately aligned with specific interventions.	1.3. The PSLT team will meet in order to identify and generate progress monitoring tools and post it to an easily accessible online icon.	1.3. <u>Who:</u> PSLT and administration <u>How:</u> Be available to assist staff members using progress monitoring tools	1.3. PSLT will examine the feedback from all PLCs and determine next steps in the PLC process.	1.3. PLC Facilitators will provide feedback to PSLT team on progress of their PLC.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	All Grade Levels	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet once a week to analyze subject area, behavioral, and attendance data.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	PLC Facilitators will provide feedback to PSLT team on progress of their PLC.

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Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	PLC Facilitators will provide feedback to PSLT team on progress of their PLC.

End of Additional Goal(s)

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

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: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 5d				
	NA						
			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: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 5d				
	NA						
			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.
<u>CELLA Goal #C:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 32% to 40%.	32% (11)					
		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.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 15% to 20%.	15% (5)					

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		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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E:	<u>2012 Current Percent of Students Proficient in Writing :</u>		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 12% to 18%.	12% (4)					
	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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Math Goal 5d				
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by	NA						

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1%.			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	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Math Goal 5d				
G:	NA						
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.			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 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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.	J.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	J.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by ESE Specialist	J.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	J.1.
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u>	J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

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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
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p> <p>Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>		<p>M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>M.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by ESE Specialist</p>	<p>M.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>M.1. On-going writing prompts and assessments</p>
<p>2012 Current Level of Performance:*</p> <p>NA</p>	<p>2013 Expected Level of Performance:*</p>					
		M.2.	M.2.	M.2.	M.2.	M.2.

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		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: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1. Need common planning time for math, science, ELA and other STEM teachers	1.1. -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC or grade level lead -Subject Area Leaders	1.1. Administrative walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. 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
Project-based learning	K-5	Grade Level Team Leaders	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 5 in 2012-2013.		1. Provide field trips to local businesses or CTE student competitions.			CTE field trip log.

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
Integration of career opportunities in core academic areas			-Teachers			
Availability of career coursework at Feeder Middle Schools			Guidance Counselors -District staff			

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" 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
Parent Involvement from the Parent Involvement plan	Food and gift cards - Incentives for parent involvement	\$400.00	
Reading Goal # 1 - Technology	Speakers in the classroom	\$300.00	
Attendance Goal # 1 - Attendance	Barnes & Noble Gift cards for student attendance incentives	\$447.50	
Final Amount Spent			\$1147.50