FLORIDA DEPARTMENT OF EDUCATION

Sulphur Springs Elementary
DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sulphur Springs Elementary	District Name: Hillsborough County School District
Principal: Julie Scardino	Superintendent: Mary Ellen Elia
SAC Chair: Nicole Weingart	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

List your school's 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	Julie Scardino	Masters, Educational Leadership	1	10	D-2012 AYP-No C-2011 AYP-No C-2010 AYP-No

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					C-2009 AYP-No
Assistant Principal	Mrs. Emily Deitzer	Masters, Educational Leadership	5	5	D-2012 AYP-No C-2011 AYP-No C-2010 AYP-No B-2009 AYP-Yes
Assistant Principal	Mrs. Angela Livingston	Masters, Education Administration	3	5	D-2012 AYP-No C-2011 AYP-No

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<u>Instructional Coaches</u>

List your school's 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 ambitious but achievable annual measurable objective (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	Kendra McIntyre	Elem Ed 1-6, ESOL	0	2	2012 C, AYP – No 2011 C, AYP – No
Reading Coach	Julie Sekulits	Elem Ed 1-6, ESOL	3	3	2012 D, AYP - No 2011 C AYP - No 2010 B AYP - Yes
Reading Resource	Sharon Stewart	Ed Leadership, Elem Ed 1-6, ESOL, Prim K-3	5	5	2012 D, AYP - No 2011 C AYP - No 2010 B AYP - Yes 2009 F AYP - No 2008 F AYP - No
Reading Resource	Jennifer Neskovski	Elem Ed 1-6, ESOL	2	2	2012 D, AYP - No 2011 C AYP - No
Science Resource	Nicole Weingart	Ed Leadership, Elem Ed K-6, ESOL, Reading Endorsement	3	2	2012 D, 33% 3& above AYP - No 2011 C 30% 3&above AYP – No
Behavior Specialist	Raul Garcia	Ed Leadership, Elem Ed 1-6, ESOL	5	5	2012 D, AYP - No 2011 C AYP - No 2010 B AYP - Yes 2009 F AYP - No 2008 F AYP - No
Literacy Resource	Sarah Hurt	Elem Ed K-5, ESOL	0	3	2012 D, 3.0 87% 2011 C, 4.0 99%

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Day	District staff & Administration	June
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing
3. District Mentor Program	District Mentors	ongoing
4. District Peer Program	District Peers	ongoing
5. Regular time for teacher collaboration	Principal	ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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
Teachers: - 19 out of field (ESOL)	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers to discuss progress on: • Taking district offered ESOL courses. • Applying for endorsement. **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis.

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	12.9	25.8	37.1	24.2	35.5	100	4.8	4.8	46.8

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Deacon Jones *(District EET Mentor)*	Marie Komondy - Second Year Teacher Lakisha Gray- Second Year Teacher Melissa Pachacz- First Year Teacher Stephanie Dart- Second Year Teacher Mandy Nisse- First Year Teacher	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.

	Natalie Shaw- Second Year Teacher Mary Clifford- Second Year Teacher Amy Buchanan- First Year Teacher Mallory Davis- Second Year Teacher Leteshia Campbell- Second Year Teacher Scott Caruso- First Year Teacher Sarah Capo- First Year Teacher Kimberly McNabb- First Year Teacher		
Kendra McIntyre *(school based mentor)*	Stephanie Dart- Second Year Teacher Mandy Nisse- First Year Teacher Mary Clifford- Second Year Teacher Natalie Shaw- Second Year Teacher Corrinne Henry-Woon – New to School James – New to School	Mrs. McIntyre is the school's reading coach.	On-going co-planning, modeling of lessons and observation with feedback.
Julie Sekulits *(school based mentor)*	Felicia Jones – New to School Marie Komondy - Second Year Teacher Lakisha Gray- Second Year Teacher Melissa Pachacz- First Year Teacher Barbara Morgan – New to Grade Level	Mrs. Sekulits is the school's reading coach.	On-going co-planning, modeling of lessons and observation with feedback.
Jennifer Neskovski *(school based mentor)*	Amy Buchanan- First Year Teacher Joan Justin-George – New to School	Ms. Neskovski is the school's reading resource teacher.	On-going co-planning, modeling of lessons and observation with feedback.
Sarah Hurt *(school based mentor)*	Krista Riggio – New to School Cassie Roth – New to School	Ms. Hurt is the school's literacy resource teacher.	On-going co-planning, modeling of lessons and observation with feedback.
Sharon Stewart *(school based mentor)*	Leteshia Campbell – Second Year Teacher Mallory Davis – Second Year Teacher	Ms. Stewart is the school's reading resource teacher.	On-going co-planning, modeling of lessons and observation with feedback.
Nicole Weingart *(school based mentor)*	Scott Caruso – First Year Teacher Sarah Capo – First Year Teacher Kimberly McNabb – First Year Teacher	Ms. Weingart is the school's science resource teacher.	On-going co-planning, modeling of lessons and observation with feedback.

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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 1, Part A - Services are provided to ensure students who need additional remediation are provided support through: afterschool and summer programs, quality teachers through professional development, content resource teachers and mentors.
Title I, Part C- Migrant – The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D – The district receives funds to support the alternative education program which provides transition services to 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 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 identified as homeless under the McKinney-Vinto Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) – SAI funds will be coordinated with Title 1 funds to provide summer school, Reading Coaches, and Extended Learning opportunity programs.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start – We utilize information from students in Headstart to transition into Kindergarten.
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The leadership team includes: Julie Scardino, Principal Angela Livingston, APEI Lynn Nolen, School Psychologist Gerri Nugent, Guidance Counselor Laura Tucker, Social Worker & Attendance Committee Representative Raul Garcia, Behavior Specialist Nicole Weingart, SAC Chair Classroom Teachers Instructional Coaches/Resource Staff ESE Specialist
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the core Leadership Team is to: 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. The Leadership team meets regularly (bi-weekly). Specific responsibilities include: - Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)   - Ensure the master schedule incorporates allocated time for intervention support at all grade levels.   - Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3   - Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.   - Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals   - Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)   - Strengthen the Tier 1 (core curriculum) instruction through the: - Implementation and support of PLCs   - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)   - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)   - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)   - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.   - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.

- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- 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.
  - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (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?

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

Core Curriculum (Tier 1)

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Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/Science Resource/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability Reading Forms A, B, & C Math Assessments Forms A, B, & C Science Assessments BOY, MOY, and EOY	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas in Kindergarten and 1st Grade.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT
Reading Performance Tasks and Unit Tests	Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
Math Chapter Assessments	Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
Science Benchmark Assessments	Data Wall PLC Logs	Leadership Team, PLCs, individual teachers

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach

Other Curriculum Based Measurement Fluency Probes	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs iStation and Successmaker	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

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

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

Describe the 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 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.
- Provide monthly PLC time to allow PLCs to meet and discuss data and students with the support of designated school personnel.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Julie Scardino, Principal   Angela Livingston, Assistant Principal   Sharon Stewart, Reading Resource   Julie Sekulits, Reading Coach   Kendra McIntyre, Reading Coach   Jennifer Neskovski, Reading Resource   Sarah Hurt, Writing Resource   Laura Johnson, Media Specialist   Literacy committee with teacher representation from each grade level   YMCA literacy committee, Cheryl Pollock and Saima Quandre
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.   The principal is the LLT chairperson. The reading coaches are members of the team and provide extensive expertise in data analysis and reading interventions. The reading coaches and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.   The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year?   •   Implementation and evaluation of the SIP reading goals/strategies across the content areas   •   Professional Development   •   Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas   •   Data analysis (on-going)   •   Implementation of the K-12 Reading Plan

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

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

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

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

June 2012
Rule 6A-1.099811
Revised April 29, 2011

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Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 19% to 29% or above.	2012 Current Level of Performance:* **19%**	2013 Expected Level of Performance:* **29%**	1A.1. Teachers at varying levels of content knowledge.	1A.1. Improve Tier I instruction in Readers Workshop. Action Steps: Cluster-focused instructional calendar will be created grades 3-5. Complex Text Reading model will be used in grades 2-5 once every three weeks and grades K-1 every three weeks. Teachers will set independent reading goals and monitor through conferencing and independent reading logs. Teachers will follow weekly fluency instructional guide to teach fluency daily in grades 1-5. Teachers will create anchor charts to hang up to allow students to reference previously learned material. Teachers will use the 5-Day Vocabulary model to teach vocabulary daily. Reading resource teachers/coaches will provide targeted support to teachers including modeling, coaching cycles with Reading Coaches, co-teaching, and small group instruction. Weekly PLC time will used for professional development (professional development will be embedded into all meetings) Teachers will plan weekly for core instruction (Tier 1) with their grade-level teams and resource teachers or coaches. Teachers will teach word work skills daily. Teachers will have 90 minutes of additional reading instructional time daily.	1A.1. Principal Assistant Principals Literacy Leadership Team (LLT)	1A.1. Performance tasks and cluster assessments will drive all planning, PLC discussion, and professional development. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1A.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records Administrative Walkthroughs District Walthroughs
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1

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*Fewer than 10 students.	*	*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 8% to 18% or above.	2012 Current Level of Performance:* **8%**	2013 Expected Level of Performance:* **18%**	2A.1. Teachers are at varying skill levels at creating higher-order questions using Webb's DOK. Teachers are at varying levels at creating differentiated independent work that meets the needs of the high performing students.	2A.1. Differentiating the readers workshop block by incorporating higher order questions that require text evidence during shared, independent, guided reading, and written response to reading. **Action Steps:** Teachers will participate in professional development on text complexity and creating text-dependent questions to create higher order questions and written performance tasks. Resource teachers and coaches will model, coteach, and coach in order to support classroom teachers. Teachers will use the data from independent reading conferences to create purposeful, tiered independent work. Teachers will plan weekly using increased text complexity and text-dependent questions.	2A.1. Principal Assistant Principals Literacy Leadership Team (LLT)	2A.1. Coaching cycle log will be used. EET observation tools will be used to provide feedback to teachers. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	2A.1. Coaching cycle log EET Observation Tool FAIR (3x/yr) Formative Assessments A,B, & C DRA2 Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) EasyCBM comprehension probes Reading Logs Cold-Running Records Administrative Walkthroughs EET Evaluations Weekly written response
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B: *Fewer than 10 students*	2012 Current Level of Performance:* *	2013 Expected Level of Performance:* *	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Teachers at varying levels of content knowledge.	3A.1. Improve Tier I instruction in Readers Workshop. Action Steps: Cluster-focused instructional calendar will be created grades 3-5. Complex Text Reading model will be used in grades 2-5 once every three weeks and grades K-1 every three weeks. Teachers will set independent reading goals and monitor through conferencing and independent reading logs. Teachers will follow weekly fluency instructional guide to teach fluency daily in grades 1-5. Teachers will create anchor charts to hang up to allow students to reference previously learned material. Teachers will use the 5-Day Vocabulary model to teach vocabulary daily. Reading resource teachers/coaches will provide targeted support to teachers including modeling, coaching cycles with Reading Coaches, co-teaching, and small group instruction. Weekly PLC time will used for professional development (professional development will be embedded into all meetings) Teachers will plan weekly for core instruction (Tier 1) with their grade-level teams and resource teachers or coaches. Teachers will teach word work skills daily. Teachers will have 90 minutes of additional reading instructional time daily.	3A.1. Principal Assistant Principals Literacy Leadership Team (LLT)	3A.1. Performance tasks and cluster assessments will drive all planning, PLC discussion, and professional development. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	A.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records Administrative Walkthroughs District Walthroughs
Reading Goal #3A: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 55 to 60.	2012 Current Level of Performance:* **55 points**	2013 Expected Level of Performance:* **60 points**					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.

			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. Reading Goal #3B: ** Fewer than 10 students*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Teachers at varying levels of content knowledge.	4A.1. Increase use of PLCs to use data to guide MTSS (RtI) focused instruction. Action Steps: Teachers will meet monthly during a common PLC time to use RtI data to plan instruction and interventions with RtI coordinators. Teachers will participate in intensive instructional coaching with the Reading Coaches to strengthen guided reading during core instruction. Teachers will set independent reading goals and monitor through conferencing and independent reading logs. Teachers will have 90 minutes of additional reading instructional time daily.	4A.1. Principal Assistant Principals Literacy Leadership Team (LLT)	4A.1. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	4A.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records Administrative Walkthroughs District Walthroughs
Reading Goal #4A: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 62 to 66.	2012 Current Level of Performance:* **62 points**	2013 Expected Level of Performance:* **66 points**					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**19%**	**29%**	**38%**	**46%**	**53%**	**60%**
Reading Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. Teachers at varying levels of content knowledge.	5B.1. Improve Tier I instruction in Readers Workshop. Action Steps: Cluster-focused instructional calendar will be created grades 3-5. Complex Text Reading model will be used in grades 2-5 once every three weeks and grades K-1 every three weeks. Teachers will set independent reading goals and monitor through conferencing and independent reading logs. Teachers will follow weekly fluency instructional guide to teach fluency daily in grades 1-5. Teachers will use the 5-Day Vocabulary model to teach vocabulary daily. Reading resource teachers/coaches will provide targeted support to teachers including modeling, coaching cycles with Reading Coaches, co-teaching, and small group instruction. Weekly PLC time will used for professional development (professional development will be embedded into all meetings) Teachers will plan weekly for core instruction (Tier 1) with their grade-level teams and resource teachers or coaches.	5B.1. Principal Assistant Principals Literacy Leadership Team (LLT)	5B.1. Performance tasks and cluster assessments will drive all planning, PLC discussion, and professional development. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5B.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records Administrative Walkthroughs District Walthroughs
Reading Goal #5B: In grades 3-5, the percentage of Standard Curriculum black students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 16% to 24% or above. In grades 3-5, the percentage of Standard Curriculum Hispanic students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 32% to 39% or above.	2012 Current Level of Performance:* Black: 16% Hispanic 32% / 2013 Expected Level of Performance:* Black: 24% Hispanic 39%					

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				Teachers will teach word work skills daily. Teachers will have 90 minutes of additional reading instructional time daily.			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Teachers at varying levels of content knowledge.	5C.1. Increase use of PLCs to use data to guide MTSS (RtI) focused instruction. Action Steps: Teachers will meet monthly during a common PLC time to use RtI data to plan instruction and interventions with RtI coordinators. Teachers will participate in intensive instructional coaching with the Reading Coaches to strengthen guided reading during core instruction. Teachers will set independent reading goals and monitor through conferencing and independent reading logs. Teachers will have 90 minutes of additional reading instructional time daily.	5C.1. Principal Assistant Principals Literacy Leadership Team (LLT)	5C.1. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5C.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records Administrative Walkthroughs District Walthroughs
Reading Goal #5C: In grades 3-5, the percentage of Standard Curriculum ELL students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 40% to 46% or above.	2012 Current Level of Performance:* *40%*	2013 Expected Level of Performance:* *46%*					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Teachers at varying levels of content knowledge.	5D.1. Increase use of PLCs to use data to guide MTSS (RtI) focused instruction. Action Steps: Teachers will meet monthly during a common PLC time to use RtI data to plan instruction and interventions with RtI coordinators. Teachers will participate in intensive instructional coaching with the Reading Coaches to strengthen guided reading during core instruction. Teachers will set independent reading goals and monitor through conferencing and independent	5D.1. Principal Assistant Principals Literacy Leadership Team (LLT)	5D.1. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5D.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records
Reading Goal #5D: In grades 3-5, the percentage of SWD students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 7% to 16% or	2012 Current Level of Performance:* *7%*	2013 Expected Level of Performance:* *16%*					

above.				reading logs. Teachers will have 90 minutes of additional reading instructional time daily.				Administrative Walkthroughs District Walthroughs
				5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Teachers at varying levels of content knowledge.	5E.1. Improve Tier I instruction in Readers Workshop. Action Steps: Cluster-focused instructional calendar will be created grades 3-5. Complex Text Reading model will be used in grades 2-5 once every three weeks and grades K-1 every three weeks. Teachers will set independent reading goals and monitor through conferencing and independent reading logs. Teachers will follow weekly fluency instructional guide to teach fluency daily in grades 1-5. Teachers will use the 5-Day Vocabulary model to teach vocabulary daily. Reading resource teachers/coaches will provide targeted support to teachers including modeling, coaching cycles with Reading Coaches, co-teaching, and small group instruction. Weekly PLC time will used for professional development (professional development will be embedded into all meetings) Teachers will plan weekly for core instruction (Tier 1) with their grade-level teams and resource teachers or coaches. Teachers will teach word work skills daily. Teachers will have 90 minutes of additional reading instructional time daily.	5E.1. Principal Assistant Principals Literacy Leadership Team (LLT)	5E.1. Performance tasks and cluster assessments will drive all planning, PLC discussion, and professional development. Ongoing progress monitoring will be used to ensure students are improving in all areas of reading. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	5E.1 **2-3x PerYear** FAIR Formative Assessments A,B, & C DRA2 EET Evaluations **Ongoing** Performance Tasks Monthly (3rd-5th) Cluster Tests Monthly (3rd-5th) EasyCBM fluency probes (K-5th) Student Reading Logs Cold-Running Records Administrative Walkthroughs District Walthroughs
Reading Goal #5E: In grades 3-5, the percentage of Standard Curriculum ELL students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 19% to 27% or above.	2012 Current Level of Performance:* *19%*	2013 Expected Level of Performance:* *27%*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-5	Jennifer Neskovski and Caitlin Agnello	School wide	08/15/12	Team planning with reading team	Reading coaches and resource teachers
3 day shared reading	K-5	Sarah Hurt, Jennifer Neskovski, Sharon Stewart, Julie Sekulit and Kendra McIntyre	School wide	08/16/12	Team planning with reading team	Reading team
FLKRS training	K	Julie Sekulits	Grade level	8/29/12	Monitor assessment and data entry	Julie Sekulits
DRA overview	K-5	Jennifer Neskovski, Sharon Stewart, Julie Sekulits, Kendra McIntyre	All reading teachers	9/512-9/6/12	Teacher conferencing with reading team	Reading team
Guided reading	K-5	Jennifer Neskovski and Julie Sekulits	All reading teachers	9/10/12	Coaching cycles and administrative walk throughs	Reading team, Administration
FAIR administration and analysis	K-5	Julie Sekulits and Kendra McIntyre	All reading teachers	On-going	Data chats	Reading team and teachers
Comprehension and Collaboration	2-5	Kim Mirza and Nancy Barber	2-5 reading teachers	9/17/12-9/18/12	Complete follow up activity	Julie Sekulits and Sharon Stewart
Fluency	K-5	Kendra McIntyre	All reading teachers	10/22/12	Implementation of fluency activities in 60 minute block	Reading team and Administration
Easy CBM	K-5	Lynn Nolen	All reading teachers	10/23/12	Monthly fluency checks	Classroom teachers, reading team and administration
Making Sense of Phonics	K-2	Julie Sekulits	K-2 reading teachers	TBA	Coaching cycles	Julie Sekulits and Kendra McIntyre

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Tier 1 Instruction Anchor Charts	Poster Paper for Poster Maker	SAC	$779.70
			Subtotal: $779.70
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Tier 1 Instruction Fluency, Vocabulary & Word Work	Office supplies which may include: copy paper, toner, pencils, paper, markers and other classroom supplies.	SAC	$753.90
			Subtotal: $753.90
			Total: $1533.60

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: **To increase the percentage of ELL students who are proficient in listening/speaking from 41%**	2012 Current Percent of Students Proficient in Listening/Speaking: **41%**	1.1 -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	1.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 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)	1.1 Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	1.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1 During the Grading Period -Core curriculum end of core common unit/ segment tests
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:	2.1 -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	2.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the	2.1 Who -School based Administrators -ESOL Resource Teachers	2.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to	2.1 During the Grading Period -Core curriculum end of core common unit/ segment tests

To increase the percentage of ELL students who are proficient in reading from 18%	**18%**		following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 5. Extended time (lesson and assessments) 6. Small group testing 7. Para support (lesson and assessments) 8. Use of heritage language dictionary (lesson and assessments)	How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	determine the most effective approach for individual students.	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: **To increase the percentage of ELL students who are proficient in writing from 14%**	2012 Current Percent of Students Proficient in Writing : **14%**	2.1 -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	2.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 9. Extended time (lesson and assessments) 10. Small group testing 11. Para support (lesson and assessments) 12. Use of heritage language dictionary (lesson and assessments)	2.1 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	2.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2.1 <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 26% to 34% or above.	2012 Current Level of Performance:* **26%**	2013 Expected Level of Performance:* **34%**	1A.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	1A.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. **Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and	1A.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	1A.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	1A.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests

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				depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.			
			1A.2 Not all teachers are aware of the Global Concept Guides and how they are used to plan instruction	1A.2 **Strategy** Students' math skills will improve through participation in-depth planning sessions using the district's Global Concept Guides to increase rigor and conceptual development in students. **Action Steps** -Teachers will download and use the district's Global Concept Guides to plan rigorous and effective concept-based mathematical instruction. -The District Academic Coach will participate in PLCs with each grade level to train teachers on developing effective lessons using the GCGs. -Teachers will meet as grade-level PLCs to reflect on quality of mathematics instruction. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.	1A.2 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	1A.2 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	1A.2 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Fewer than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Mathematics Goal #2A: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from7% to 15% or above.	2012 Current Level of Performance:* **7%**	2013 Expected Level of Performance:* **15%**	2A.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	2A.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. **Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the	2A.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	2A.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	2A.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests

				common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.			
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	3A.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.	3A.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist	3A.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.	3A.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) EOY test
Mathematics Goal #3A: Points earned from students making learning gains on the 2013 FCAT Math will increase from 54 to 60.	2012 Current Level of Performance:* **54 points**	2013 Expected Level of Performance:* **60 points**			How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests
				Action Steps -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment			

			data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.				
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	4A.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. **Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment	4A.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	4A.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	4A.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests
Mathematics Goal #4A: Points earned from bottom quartile students making learning gains on the 2013 FCAT Math will increase from 51 to 56.	2012 Current Level of Performance:* **51 points**	2013 Expected Level of Performance:* **56 points**					

				data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.			
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	5B.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. **Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in	5B.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	5B.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource	5B.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests
Mathematics Goal #5B: In grades 3-5, the percentage of Standard Curriculum Black students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 23% to 31% or above. In grades 3-5, the percentage of Standard Curriculum Hispanic students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 48% to	2012 Current Level of Performance:* Black: 23% Hispanic: 48%	2013 Expected Level of Performance:* Black: 31% Hispanic: 53%					

53% or above.				class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.		Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	5C.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.	5C.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist	5C.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.	5C.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document		During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests
In grades 3-5, the percentage of Standard Curriculum ELL students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 20% to 28% or above.	*20%*	*28%*	White: Black: Hispanic: Asian: American Indian:	**Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment		PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	

				data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.			
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: In grades 3-5, the percentage of Students with Disabilities scoring a Level 3 or higher on the 2013 FCAT Math will increase from 12% to 21% or above	2012 Current Level of Performance:* *12%*	2013 Expected Level of Performance:* *21%*	5D.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	5D.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. **Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example,	5D.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	5D.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	5D.1 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests

				during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.		PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1 Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	5E.1 **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.	5E.1 Who Teacher Principal AP Math Contact District Math Team Academic Coaches Generalist	5E.1 PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.	5E.1 4x per year District Baseline and Mid-Year Testing
Mathematics Goal #5E: In grades 3-5, the percentage of Standard Curriculum Economically Disadvantaged students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 26% to 33% or above	2012 Current Level of Performance:* **26%**	2013 Expected Level of Performance:* **33%**			How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document		Form 1 Form 2 NGSSS(optional) -EOY test
				Action Steps -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.) -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment		PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests

				data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.				
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.		
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.		

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Strategies Training and the Beginning of the Year	K-5	Emily Devizio	School-wide	Preplanning	Administrative and district walk-throughs	District and administration

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary School Science Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			-Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.	**Strategy** Students science skills will increase through participation in regular **inquiry based instruction** (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. **Action Steps** -Teachers will attend school-based inquiry training and share information. -PLCs write SMART goals for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. -PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. -Teachers use checks for understanding -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss inquiry based instruction strategies that were effective in order to drive future instruction. -Resource teacher supports classroom teachers through modeling, coaching, and co-teaching using inquiry-based science.	Who Teacher Principal AP Science Resource Teacher District Science Team How Monitored -Classroom walk-throughs observing inquiry based instruction. -Elementary Science Classroom Walk-Through form	Science Resource PLC Meetings- Data Chats 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.	2x per year District-level baseline and mid-year tests Benchmark Tests During the Grading Period - Mini Assessments -Unit assessments
Science Goal #1A: In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 32% to 40% or above.	2012 Current Level of Performance:* **32%**	2013 Expected Level of Performance:* **40%**					

		1A.2	1A.2	1A.2	1A.2	1A.2
		-Not all teachers understand how to integrate literacy with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide.	**Strategy** Students' comprehension of science text improves when students are engaged in reciprocal teaching using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **reciprocal teaching model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 3 times per nine weeks. **Action Steps** *Professional Development* -the science resource teacher will conduct a school-based trainings to develop teachers' ability to use the reciprocal reading model. - the science resource will participate in planning sessions to assist teachers in developing lessons using the reciprocal teaching model. -the science resource teacher will support teachers in implementing the reciprocal teaching model by modeling and coaching. *In PLCs/Department* -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review texts to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to texts - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future reciprocal teaching lessons.	Who Teacher Principal AP Science Resource Teacher How Monitored Administration, Coach walkthroughs -PLC logs turned into administration.	Science PLC Resource meetings Reading Leadership Team -PLCs reflect on lesson outcomes and data used to drive future instruction.	3x-per year District level baseline, mid-year, and EOY tests Benchmark Tests During the Grading Period -mini-assessments -unit assessments
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in*				

June 2012
Rule 6A-1.099811
Revised April 29, 2011

	this box.	*this box.*					
			1B.2.	1B.2.		1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.		1B.3.	1B.3.	1B.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2A: In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 9% to 18% or above. **2012 Current Level of Performance:*** 9% **2013 Expected Level of Performance:*** 18%	-Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.	**Strategy** Students science skills will increase through participation in regular **inquiry based instruction** (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. **Action Steps** -Teachers will attend school-based inquiry training and share information. -PLCs write SMART goals for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. -PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. -Teachers use checks for understanding -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss inquiry based instruction strategies that were effective in order to drive future instruction. -Resource teacher supports classroom teachers through modeling, coaching, and co-teaching using inquiry-based science.	Who Teacher Principal AP Science Resource Teacher District Science Team How Monitored -Classroom walk-throughs observing inquiry based instruction. -Elementary Science Classroom Walk-Through form	Science Resource PLC Meetings- Data Chats 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.	2x per year District-level baseline and mid-year tests Benchmark Tests During the Grading Period - Mini Assessments -Unit assessments
	2A.2.				2A.2.
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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2B. **Florida Alternate Assessment: Students scoring at or above Level 7 in science.**			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-Based Instruction	K-5 Science	Nicole Weingart, Science Resource	All science teachers K-5	August 2012	PLCs and planning sessions with the science resource teacher. Administrative walkthroughs.	Administration Science Resource
Reciprocal Teaching	K-5 Science	Nicole Weingart, Science Resource	All science teachers K-5	November 2012	PLCs and planning sessions with the science resource teacher. Administrative walkthroughs.	Administration Science Resource
Inquiry Based STEM Fair	K-5 Science	Nicole Weingart, Science Resource	All science teachers K-5	September 2012	PLCs and planning sessions with the science resource teacher. Administrative walkthroughs.	Administration Science Resource

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
BrainPop.com & BrainPopJr.com Classroom Subscriptions	Videos, games, and activities related to science instruction		$300.00
			Subtotal: $300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: The percentage of students scoring a Level 3.0 or higher on the 2013 FCAT Writing will increase from 87% to 92% or higher	2012 Current Level of Performance:* *87*	2013 Expected Level of Performance:* *92*	1A.1. Teachers' analysis of data and usage of data to plan for instruction during PLCs needs to be improved.	1A.1. A team culture will be established by providing common planning time to analyze data and develop rigorous lessons based on student needs. Grade level teams will hold monthly PLC's after the Demand Writes to analyze trends of each class/grade level & create menu of crafts/elaboration types/conventions for the following month.	1A.1. Writing Resource Teacher Administration, District Writing Team with MTSS support	1A.1. Collection of PLC Logs- record and report minutes/attendance from each meeting. Review of monthly student writing pieces	1A.1. Baseline and Mid-Year Data, Monthly Demand Writes Data
			1A.2. Explicit instruction of the teaching of conventions	1A.2. Think alouds, use of whole class dictation and conversations with students (one-on-one conferencing and/or small group) based on student needs during daily Writers' Workshop lessons Implementation of district writing meeting information	1A.2. Writing Resource Teacher, Administration, District Writing Team	1A.2. Review of monthly student writing pieces, District writing reviews	1A.2. Student writing samples
			1A.3. Lack of knowledge and experience in holding writing conferences, including the new S.T.A.R. Interview.	1A.3. Completion and implementation of TIP MOODLE and Monthly Mentor meetings for the new teachers, Implementation of monthly district writing meeting support information.	1A.3. Writing Resource Teacher, Administration, District Writing Team	1A.3 District writing review meetings, discussion and sharing of samples of the different conferencing forms, and open-ended questions during PLC's. .	1A.3 Student writing samples, Student revisions from STAR Interviews and daily one-on-one conferences
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Writing Goal #1B: *Fewer than 10 students.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Training	K-5	Writing Resource, Team Leaders, District Writing Team	Faculty (Classroom teachers: K-5)	Sept/Oct (Analysis of September Demand Writes)	Monthly PLC logs, Administrative Walk-Throughs during Writer's Workshop	Administration
Conventions	K-5	Writing Resource	Grade Level PLCs	Sept/Oct – On-Going (Monthly during Grade Level PLCs)	Monthly PLC logs, Administrative Walk-Throughs during Writer's Workshop	Administration
Student Conferencing	K-5	Writing Resource	Grade Level PLCs	Sept/Oct – On-Going (Monthly during Grade Level PLC's, District Writing Reviews)	Monthly PLC logs, Administrative Walk-Throughs during Writer's Workshop	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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

Attendance Goal(s)

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	**Tier 1** The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's 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 two weeks.	Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	Attendance committee will monitor the attendance data from the targeted group of students.	Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1: The rate of attendance percentage will increase from 93.45% to 96% or above. The number of students with excessive absences will decrease from 216 to 165 or fewer The number of students with excessive tardies will decrease from 345 to 295 or fewer.	2012 Current Attendance Rate:* **93.45** 2012 Current Number of Students with Excessive Absences (10 or more) **216** 2012 Current Number of Students with Excessive Tardies (10 or more) **345**	2013 Expected Attendance Rate:* **96** 2013 Expected Number of Students with Excessive Absences (10 or more) **165** 2013 Expected Number of Students with Excessive Tardies (10 or more) **295**					
			Students are absent and parents are not contacting the school.	**Tier 1** All teachers contact parents after the third unexcused absence. Teachers are given a script to follow for making the phone call. Teachers record documentation of contact (to be used for an Attendance Referral if needed).	Parent phone call logs will be reviewed for any student that has been referred to the attendance committee.	The attendance committee will review the effectiveness of parent contact on student attendance.	Instructional Planning Tool Ed Connect

		Parents are not aware that their student is absent.	**Tier 1** On a daily basis, an Attendance Clerk contacts all parents whose students have an unexcused absence to school.	Examination of Parentlink contact reports by attendance team/administration	*Decrease in the unexcused absences.*	Parentlink contact reports Reports on Demand
		-Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis.	**Tier 1** All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance.	Assistant Principal/Team leaders/ Department Heads will monitor Edline	Principal will use Edline reports to evaluate teachers adherence to policy	Edline Reports
		No system is utilized to easily identify students with significant number of tardies and how much instructional time is lost.	**Tier 1** School will use EASI online attendance to sign students in and out and will print the report of students with excessive sign-ins and sign-outs every week.	Attendance Committee will review the interventions implemented for students with excessive sign-ins and outs.	Reports from EASI sign in system will be analyzed to determine if the problem is improving and which students should be targeted.	Reports on Demand excessive sign-in report Edline data indicating missing assignments and 0s Calculation of days missed into instructional time lost
		There is no system to reinforce parents for facilitating improvement in attendance.	**Tier 1** Every nine weeks, parents are entered into a drawing to receive a gift card incentive provided their children have less than 3 absences.	Attendance committee will monitor that a name is drawn every 9 weeks.	Attendance committee will review school data for students with less than 3 absences each 9 weeks.	Instructional Planning Tool
		There is no system to reinforce parents for facilitating improvement in attendance.	**Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	Social Worker Guidance Counselor PSLT	PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data
		No system is utilized to identify students with 5-10 absences to proactively address potential attendance issues.	**Tier 2** When a student reaches 5 days of unexcused absences in a 45 day period, social worker or other identified staff contacts the parents via the phone and	Attendance committee will monitor the subset of students who have between 5-9 absences within a quarter to ensure that an Attendance Intervention form has been	Attendance committee will monitor the data for the targeted group of students.	Planning Tool.

			records documentation on the Attendance Intervention form (SB90717).	initiated.		
		There is no attendance committee action plan that addresses students with 5-10 days of unexcused absences.	**Tier 2/3** When a student reaches 5-10 days of unexcused absences to school, the administration or identified staff may notify the parents and guardians via mail that future absences must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence and must be approved through an administrator. A parent-administrator-student conference may be scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improving his/her attendance.	Schools develop on their own Attendance committee reviews the outcomes of plans that address students with 5-10 unexcused absences and/or unexcused.	Attendance committee will monitor the data for the targeted group of students.	Instructional Planning Tool
		Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	**Tier 3** An attendance referral is generated. The social worker with the family to create an Attendance Improvement Plan.	Social Worker Other PSLT members as needed	Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker)	Instructional Planning Tool Attendance/Tardy data

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Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior.	1.1. PBS/Discipline committee will develop school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PBS/Discipline committee	1.1. Review data on Office Discipline Referrals (ODRs), in-school suspension and out of school suspensions on a monthly basis	1.1. Office Discipline Referrals data from Reports on Demand Response to Intervention for Behavior database
Suspension Goal #1: The number of in-school suspensions will decrease from 72 to 60. The number of students suspended in-school will decrease from 58 to 40. The number of out-of-school suspensions will decrease from 121 to 100. The number of students suspended out-of-school will decrease from 74 to 50.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	72	**60**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	58	**40**					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	121	**100**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	74	**50**					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Management Strategies	**K – 5th grade**	**Behavior Specialist**	**Grade Level Teachers and PBS committee**	**Monthly on the first Thursday of every month**	**Walkthroughs, follow-up planning and co-teaching, scheduled conference meetings**	**Behavior Specialist, PBS committee and Administration Team**

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior Support strategies to include the Tiger Store, Quarterly Goals Celebrations, Positive Referral Certificates, Tiger Tickets, Yacker Tracker Lunchroom Winners, Goodie Bag Drawing	**Supplies for the Tiger Store and quarterly celebrations, Card Stock paper for tickets and certificates**	**PBS grant**	**1000.00**
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rti: Behavior Database	**Online behavior database used to review school discipline referrals**	**N/A**	**0**
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *Enter numerical data for current level of parent involvement in this box.*	2013 Expected Level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: All students will participate in STEM-infused curriculum.	1.1. Teachers do not know how to integrate STEM into their curriculum.	1.1. Increase teachers' practice of infusing STEM into core instruction. **Action Plan:** Resource teachers and coaches will model infusing STEM into core lessons. PLCs will plan instruction incorporating STEM. All students will participate in school STEM Fair. Teachers will use curriculum map to teach Inquiry/STEM Monday curriculum.	1.1. Administration District Resource Teacher Science Resource Teacher Teacher	1.1. Administrative Walkthroughs	1.1. Lesson Plans Walkthrough Data Forms

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Fair	K-5	Nicole Weingart, Science Resource	All K-5 Science Teachers	September & November 2012	Resource teacher will conduct weekly planning sessions where STEM Logs will be reviewed.	Science Resource Teacher

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Continuous Improvement Goal
Additional 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: The percentage of teachers who strongly agree or agree with the indicator that "The principal works with teachers and staff to achieve school improvement goals," will increase from 69.8% in 2012 to 80% in 2013.	2012 Current Level :* **69.8%**	2013 Expected Level :* **80%**	1.1. The teachers do not work directly with the principal in dealing with data and school improvement.	1.1. The teachers will meet with administration at the beginning of the year and throughout the year to discuss student data and make plans for improvement. Teachers will also meet quarterly with administration in Academic Review Meetings to discuss classroom data and student progress. Weekly PLCs will be held at each grade level with a targeted data focus related to school improvement goals.	1.1 Who Principal Assistant Principal Teachers PLC facilitators	1.1 Data discussed at meetings will be recorded and monitored. PLCs will turn in logs to show what was discussed. Administration will reflect on the logs and notes to determine whether the strategy is effective.	1.1 Data Collection Forms by Teachers Notes from Administrative Meetings and PLC Logs
			1.2. Teachers progress monitor independently and may not relate data to school improvement goals.	1.2. Increased emphasis on progress monitoring and data tracking. Administration will develop an Assessment Icon on Internal for teachers to post test scores and track data. This information will then be put on an online data wall for teacher and administrative use when progress monitoring. RtI meetings will be held monthly in PLCs to review student progress and develop interventions that will be implemented throughout the school day including the new RtI block "Pride Time."	1.2. Who Principal Assistant Principal RtI Coordinators PLC facilitators Teachers	1.2. Teacher use of Data Wall and assessment icon will be monitored. RtI logs will be turned in.	1.2. Assessment Icon Data Wall RtI Logs
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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<table>
<tr><td colspan="7">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.</td></tr>
<tr><th>PD Content /Topic and/or PLC Focus</th><th>Grade Level/Subject</th><th>PD Facilitator and/or PLC Leader</th><th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th><th>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th><th>Strategy for Follow-up/Monitoring</th><th>Person or Position Responsible for Monitoring</th></tr>
<tr><td>Academic Review Meetings</td><td>K-5</td><td>Principal</td><td>School-wide</td><td>Faculty Meeting Overview Meetings during Planning Time</td><td>Quarterly meetings</td><td>Julie Scardino, Principal</td></tr>
<tr><td>Assessment Icon and Data Wall</td><td>K-5</td><td>Principal</td><td>School-wide</td><td>Faculty Meeting Overview and Update</td><td>Monitoring icon to see if more PD is needed</td><td>Julie Scardino, Principal</td></tr>
<tr><td>RtI Training</td><td>K-5</td><td>School Psychologist</td><td>School-wide</td><td>Faculty Meeting Training</td><td>Monthly RtI meetings</td><td>Julie Scardino, Principal</td></tr>
</table>

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
			Total:

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 1533.60
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $1533.60

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

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		
☐Priority	☒Focus	☐Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

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 activities of the SAC for the upcoming school year.
Meeting monthly to review the school improvement plan, parent involvement plan, and related school events.

Describe the projected use of SAC funds.	Amount
Poster Paper for Poster Maker to create anchor charts for reading instruction	$779.70
Office supplies that will allow for the implementation of fluency, vocabulary, and word work lessons	$753.90
TOTAL	$1533.60