Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Apollo Beach Elementary	District Name: Hillsborough
Principal: Jaime Gerding	Superintendent: MaryEllen Elia
SAC Chair: Lori Thomas and Crystal Whitmire	Date of School Board Approval: Pending School Boar Approval

Student Achievement Data:

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The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Jaime Gerding	Ed. S, BA K-6, ESOL	15	9	11/12: A 10/11: B 92% AYP 09/10: B 100% AYP 08/09: A 97% AYP
Assistant Principal	Brian Harvey	Ed. S, Guidance/ Counseling, Reading Endorsement	5	5	11/12: A 10/11: B 92% AYP 09/10: B 100% AYP 08/09: A 97% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Becky Edgar	Elementary Education	First Year	First Year	N/A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. School-based teacher recognition system	Principal	ongoing	

| 7. | Opportunities for teacher leadership | Principal | ongoing | |
| 8. | Regular time for teacher collaboration | Principal | ongoing | |

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4 out of field	Administrators Meet with the teachers twice a year to discuss progress on completing the ESOL course requirement and/or applying for ESOL Certification.

Staff Demographics

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

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

Total Number of Instructio	% of First-Year Teachers	% of Teachers with 1-5 Years of Exp	% of Teachers with 6-14 Years of	% of Teachers with 15+ Years of Exp	% of Teachers with Advanced	% Highly Qualified Teacher	% Reading Endorsed Teachers	% National Board Certified Te	% ESOL Endorsed Teacher

nal Staff		erie nce	Exp erie nce	erie nce	De gre es	s		ac her s	s
46	(4)	(14)	(21)	(7)	(8)	(46)	(1)	(2)	(23)
	9%	30%	46%	15%	17%	100%	2%	4%	50%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Diamar Roman	Fallon Ascherman	Mrs. Roman is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Diamar Roman	Tessa LePore	Mrs. Roman is a Mentor with EET initiative. She 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.
Diamar Roman	Melissa Martinez	Mrs. Roman is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

| Diamar Roman | Katie Ohzourk | Mrs. Roman is a Mentor with EET initiative. She 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. |
| Diamar Roman | Tracy Staggs-Torbert | Mrs. Roman is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start

Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.   The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes: ● Principal   ● Assistant Principal for Elementary Instruction   ● Guidance Counselor   ● School Psychologist   ● Social Worker   ● Reading Coach   ● ESE teacher   ● Speech Pathologist   ● RTI Team Leaders   ● ELL Representative   (Note that not all members attend every meeting, but are invited based on the goals for the meeting)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate MTSS efforts?

—

The purpose of the core Leadership Team is to:

1. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.

2. 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. Facilitate problem solving within the content/grade level teams.

The Leadership team meets weekly. Specific responsibilities include:

● Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

● Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3

● Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding)

 (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

● Strengthen the Tier 1 (core curriculum) instruction through the:

    o Implementation and support of PLCs

    o 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)

    o 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)

    o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

● At AP 1 and 2, assist in the evaluation of teacher fidelity data and student achievement data collected during the quarter.

- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and PSLT.

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

- The 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).

- PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT through the use of the school's internal email system.

- The Leadership Team/PSLT collaborates with the PLCs to determine strategies that are make have a made a difference for students in the past. PLCs also discuss areas they need to improve upon.

  ○ Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

  ○ Each PLC submits notes and data based on their action plans to the "Team Game Plan" icon on Apollo Internal

MTSS Implementation

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

Data Source	Database	Person (s) Responsible
FCAT released tests	State and District Generated Database	AP/Principal
Baseline and Midyear District Assessments	Scantron Achievement Series Electronic Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science (KRT, FLKRS, Monthly Writing Prompts, K-5 Math Assessment, 5th Science Assessment)	Scantron Achievement Series PLC Logs Electronic Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall Electronic Data Wall	Leadership Team, PLCs, Reading Coach, individual teachers
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. (Math chapter/unit tests, Science chapter/unit tests, Running Records)	PLC logs Individual Teacher databases	Individual Teachers/, PLCs, AP
DRA-2	School Generated Excel Database	Individual Teacher, AP
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (Teacher Generated Math Assessments, Running Records, Treasures Comprehension Assessments)	Teacher database	Leadership Team, ELP Teachers, PLCs, Individual Teachers
EASI CBM	EASI CBM database	Individual Teachers, PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team, Reading Coach, Individual Teachers, PLCs
IStation	IStation Database	Individual Teachers, PLCs, ELP Teachers
FASTT Math	FASTT Math Database	Individual Teachers, PLCs

Describe the plan to train staff on MTSS.
The Area 8 RtI Facilitator will provide a training to all instructional staff on the implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. 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.
Describe plan to support MTSS. Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will: ● 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. ● The leadership team will attend PLCs and Data Sort meetings to monitor the fidelity of the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

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

- Principal

- Reading Coach

- One Reading Teacher from each grade level

- Media Specialist

- ESE Teacher

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

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

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The intermediate reading contact teacher, who is involved in writing the CCSS training for the district will provide the same level of support and leadership as the reading coach.

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. Teachers are involved in determining what needs the LLT needs to monitor as well.

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

● Implementation and evaluation of the SIP reading goals/strategies across the content areas

● Developing plans and training the staff on the CCSS.

● Data analysis (on-going)

NCLB Public School Choice
● **Supplemental Educational Services (SES) Notification**

Elementary Title I Schools Only: Pre-School Transition

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

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

High Schools Only

Note: Required for High School-Sec. 1003.413(g)(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

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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

| 1. **FCAT 2.0:** Students scoring proficient in reading (Level 3-5). | 1.1.

-Lack of planning time for teachers to meet

-Lack of knowledge of PLC process

-Lack of knowledge of OPM | 1.1.

PLC Collaboration Using Plan-Do-Check-Act Model

Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:

1. What is it we expect them to learn?

2. How will we know if they have learned it?

3. How will we respond when they don't learn?

4. How will we respond when they already know it?

—

Actions/Details

Within PLCs

-Through collaboration, grade | 1.1.

Who

-Principal

-AP

-PLC Facilitators of like grade level and/or vertical teams

-Guidance Counselor

How

-Grade level PLC logs

-Vertical Team PLC logs

-PLCs upload their logs to the "Team Game Plan" icon on Apollo Beach Internal.

-Administration, Guidance Counselor and reading Coach rotate through PLCs looking for action steps. | 1.1.

Teacher Level

-Teachers reflect on lesson/ unit outcomes and use this knowledge to drive future instruction.

PLC Level

-PLCs use individual student data to determine if SMART goal was met and use this knowledge to drive future instruction.

Leadership Team Level

-Administration reviews PLC logs and notes on "Team Game Plan" icon.

-Data is used to drive PLC support, teacher support and professional development. | 1.1.

3x per year

-FAIR

During the Grading Period

--Running Records

-Fluency Assessment

-Student's written response to text reflecting higher level thinking skills

-Independent Reading Conference Forms

-Teacher anecdotal notes

-IStation Reports

-EASY CBM | | |

| | | level and vertical grade level PLCs generate their own action steps for each SIP strategy/task. PLCs generate their own specific plan of action (using the school-level SIP strategy as a base) for implementing the school's designated tasks/strategies. Action plans are adjusted during the school year based on both teacher walk-through data and student data (checks for understanding and end-of-unit assessments).

-Grade level PLCs use a Plan-Do-Check-Act log to guide their discussion and way of work. Discussions are summarized on the Plan-Do-Check-Act log or in a similar reporting format.

-Teachers record highlights from their Plan-Do-Check-Act conversations on logs.

-Grade level/subject area PLCs collaborate 3 times per month. At least 66% of those PLCs involve teachers in like grades for curriculum planning, reflection, data analysis.

-To facilitate collaboration, each grade level has a | | | | | |
|---|---|---|---|---|---|---|

		designated facilitator to guide discussions.
		
		-PLCs upload their logs/notes to the Apollo Beach Internal Icon called "Team Game Plans" specifically designed to house grade level PLC notes. This icon is accessible to all school employees.
		
		(The following steps/ details mirror the Plan-Do-Check-Act Log)
		
		-PLCs engage in the following instructional practices within the Plan-Do-Check/**Reflect**-Act model.
		
		1. Identify which practice/box of the Plan-Do-Check-Act model/ log will be the discussion topic for the PLC meeting.
		
		2. **Plan for Instruction for Upcoming Lessons and/or Standards**
		
		  For an upcoming unit of instruction discuss the following:
		
		    a. What do we				

		want stude nts to learn by the end of the unit? b. What are stand ards withi n this unit of instr uctio n? 3. Planning for the End-of-Unit Assessment For an upcoming unit of instruction, discuss one or more of the following: a. Will a pre-test be admi niste red? What tool will be use d? How will we				

		use this data to pace lessons within this unit of instruction and define the road map for teaching? b. What end-of-unit assessment will we identify/generate that tests the identified standards? c. When we unpack the assessment/test item					

		specifications, what information does it give us to guide instruction? d. Looking at the test questions before teaching the unit, how can we ensure that the skills assessed on the test are the skills we work into					

		daily lessons? e. What does mastery look like for each standard? f. How do we want teachers to aggregate the individual teacher data that will be brought to the PLC for analysis? g. What is the SMART goal for this unit of					

		instruction? 4. **Plan for the "Do"** For an upcoming lesson, discuss one or more of the following: a. What do teachers need to do in order to meet our SMART goal? b. What resources do we need? c. How will the lessons be designed so they have the same rigor as the				

		identified end-of-unit assessment? d. What are the instructional outcomes/ essential questions for lessons? e. What content knowledge do we need to develop/ build up in order to effectively teach the lesson? f. What are the					

		specific instructional outcomes/ essential questions? g. If a pretest is given – how are we going to use the data to drive lesson planning? h. What checks-for-understanding will we implement? i. What teaching strategies/best					

		practices will we use to help students learn?				
		j. Specifically how will we implement the _____str ategy during the lesson?				
		k. What are *teachers* going to do during the lesson?				
		l. What are *student* going to do during the lesso				

		n?					
		5. **Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit.**					
		For lessons that have already been taught within the unit of instruction (both planned by the PLC **and** planned by individual teachers), teachers **reflect** and discuss one or more of the following:					
		a. What worked within the lesson? How do you know it is successful? Why was it successful?					
		b. What didn't work					

		within the lesson? Why? What are we going to do next? c. For the implementation of the _____ strategy, what worked? How do you know it is successful? Why was it successful? What checks for understanding were				

		used during the lessons? d. For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? e. What were the outcomes of the checks for understanding and/or analysis of student					

		work? f. How are we going to use the checks for understanding/analysis of student work to drive "laser-like-precision" lessons for whole group or targeted small groups? g. How do we take what we					

		have learned and apply it to future lessons?
		
		6. **Reflect/Check – Analyze the End-of-Unit Assessment**
		
		Following the end-of-unit assessment, discuss one or more of the following:
		
		  a. What is the data?
		
		  b. What is the data telling us as individual teachers?
		
		  c. What is the data telling us as a grade level/ PLC/ department?					

		d. What are students not learning? Why is this occurring? e. Who is not learning? For students who are not learning, implement the Tier 1 Core Instruction Problem Solving Document protocol to guide the problem solving					

		process.					
		f. Using item analysis, why did students select wrong items?					
		g. Did we meet our SMART goal? Did we meet our SMART goal for our targeted subgroups?					
		h. Do we need to re-teach to the whole grou					

		p or small group of students? Do we need to re-teach as a mini-lesson? 7. **Reflect/ Check – Provide Student Feedback** Discuss the following: a. How will we provide meaningful instructional feedback to our students? b. How will students analyze their				

		errors? c. How will students chart their progress? 8. **Act on the End-of-Unit Assessment Data** After data analysis, develop a plan to act on the data. a. What are we going to do about students not learning? b. What are the skills/ concepts/ standards that need re-teaching/ inter				

		ventions? c. What skill(s) need to be re-taught to the whole class, either as a whole lesson mini-lesson? d. What skill(s) need to be re-taught in targeted students/ groups? Who are the students that need re-teaching? e. How				

		are we going to re-teach the skill differently? f. How we will know that our re-teaching/ intervention s are working? g. What are we going to do for students who know the skills/ standards? h. How will we use the data					

		gathered from this end-of-unit assessment to drive future instructional units? (Back to step #2). —					
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 73% to 76%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	73%	**76%**					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		-Teacher's confusion of scheduling and planning for RTI intervention and enrichment	**Walk To Success Model** <u>Strategy</u> Students' reading comprehension, fluency, and vocabulary will increase through the scheduling and planning of a 30 minute school-wide RTI block. <u>Action Steps</u> -Students are assessed using District assessments, FAIR, and teacher made assessments. -Grade level teachers meet with the PSLT Leadership Team to group students into remedial or enrichment groups using the assessment data. -Grade Level teachers and the PSLT Leadership Team develop a specific teaching focus, OPM assessment and assign a teacher to each group using the assessment data. -Teachers implement the teaching focus and assessment. -After students take FAIR AP2, the teachers and PSLT Leadership group meet again to review and modify student groups, teaching focus, OPM assessments and teacher assignments.	<u>Who</u> -Principal -AP -Reading Coach -PLC Facilitators <u>How</u> -Classroom Walk-Through observing specific teaching focuses. -PLC notes with student and/or focus adjustments.	<u>PLC Level</u> PLC will review assessment data <u>Leadership Team Level</u> The PSLT and Reading Leadership Team will review FAIR AP/OPM data for positive trends.	<u>3x per year</u> -FAIR <u>During Grading Period</u> -Running Records -Fluency Assessment -Student's written response to text reflecting higher level thinking skills -Independent Reading Conference Forms -Teacher anecdotal notes -IStation Reports -EASY CBM	

			-Teachers implement the changes. -After standardized testing is completed, teachers review student data in PLC to adjust teaching focus, OPM assessment, teacher assignment and student grouping for the final time in the school year. -Teachers implement the focus and assessment. _ PTA will provide each student with a $5.00 voucher to purchase one or more books at the Fall Book Fair				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Reading Goal 1.1, 1.2 and 1.3	2.1.	2.1.	2.1.		

Reading Goal #2:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 52% to 55%.							
	52%	**55%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
3. **FCAT 2.0:** Points for students making Learning Gains in reading.	3.1.	3.1. See Reading Goal 1.1, 1.2 and 1.3	3.1.	3.1.	3.1.		

Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 69 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	66 points	**69 points**				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1. See Reading Goal 1.1, 1.2 and 1.3	4.1.	4.1.	4.1.		
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 62 points to 65 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62 points	**65 points**					

		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	See Goal 1						
Reading Goal #5: The percentage of students scoring proficient/ satisfactory on the 2102 FCAT Reading will increase from 73% to 76%							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. See Goal 1	5A.1.	5A.1.	5A.1.	5A.1.		

Reading Goal #5A: The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 77% to 79%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 51% to 56%.	2012 Current Level of Performance	2013 Expected Level of Performance:*				
	2012 Current Level of Performance White:77% Hispanic: 51%	2013 Expected Level of Performance:* White: 79% Hispanic: 56%				

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See Goal 1	5B.1.	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 59% to 63%.	**59%**	**63%**				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. See Goal 1	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: n/a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. See Goal 1	5D.1.	5D.1.	5D.1.	5D.1.		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
n/a							
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Plan-Do-Act Process	K-5	Administration	PLC Facilitators	August 2012	Administration will review PLC logs/notes	Administration

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

1. **FCAT 2.0:** Students scoring proficient in mathematics (Level 3-5).	1.1. See Reading Goal 1.1	1.1.	1.1.	1.1.	1.1. 2x per year -District Math BOY and Mid-Year assessment During the Grading Period -Chapter Assessments -Unit Assessments -Teacher Made Tests -Teacher anecdotal notes		
Mathematics Goal #1: __ The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 77% to 80%.	2012 Current Level of Performance	2013 Expected Level of Performance					
	77%	**80%**					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1. See Math Goal 1.1	2.1.	2.1.	2.1.	2.1.		

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Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 45% to 48%.	2012 Current Level of Performance	2013 Expected Level of Performance:				
	45%	**48%**				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1. See Math Goal 1.1	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 86 points to 89 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	86 points	**89 points**					

		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. See Math Goal 1.1	4.1.	4.1.	4.1.	4.1.		

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Mathematics Goal #4:	2012 Current Level of Performance	2013 Expected Level of Performance:				
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 92 points to 95 points.						
	92 points	**95 points**				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	See Goal 1						
Math Goal #5: n/a							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. See Goal 1	5A.1.	5A.1.	5A.1.	5A.1.		
Reading Goal #5A: n/a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	n/a					

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

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		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. See Goal 1	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: n/a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.		

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Algebra Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.	

N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

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

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

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PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
PLC Plan-Do-Check- Act	All	PLC Leader Administration	School-wide	August 2012	Admin Walk Through	Administration

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1. See Reading Goal 1.1	1.1.	1.1.	1.1.	1.1. Harcourt Science Assessments		

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Science Goal #1:	2012 Current Level of Performance:	2013 Expected Level of Performance				
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 79% to 82%.						
	79%	**82%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. See Reading Goal 1.1	2.1.	2.1.	2.1.	2.1.	
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 36% to 39%.	2012 Current Level of Performance	2013Expected Level of Performance:				
	36%	**39%**				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Plan-Do-Check-Act	All	Administration	School-wide	August 2012	Admin Walk Through	Administration

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. See Math Goal 1.1	1.1.	1.1.	1.1.	1.1. Monthly Student Writing Prompt Scores During the Grading Period -Smile/Star Interviews -Teacher antidotal notes		

Writing/LA Goal #1:	2012 Current Level of Performance:	2013 Expected Level of Performance:				
The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 90% to 93%.						
	90%	**93%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	K-5	On-line Courses provided by district	Writing Teachers	On-going	In-service Records	Administration

New writing requirements

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	Most students with significant unexcused absences and tardies (10 or more) have serious personal or family issues that are impacting attendance.	**Tier 2/3** The social worker will make contact with the family to establish the need for a medical note for further absences and/or tardies. The social worker, guidance counselor and teacher will have a CST attendance meeting with the parent.	Social Worker will monitor the targeted students who have 10 or more unexcused absences.	Social Worker/PSLT review data monthly on Tier 2/3 students (provided by social worker)	Instructional Planning Tool Attendance/ Tardy data		

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Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
1. The attendance rate will increase from 95.67% in 2011-2012 to 96% in 2012-2013. 2. The attendance rate will increase from 95.67% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.						
	95.67%	**96%**				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				

	50	**45**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	107	**96**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Procedure Training	K-5	Guidance Counselor	School-wide	September 2012	Social worker will review attendance data monthly	Social worker

End of Attendance Goals

Suspension Goal(s)

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

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1. Suspension	There needs to be common school-wide expectations and rules for appropriate classroom behavior. Guidance Social Worker School Psychologist	Tier 1 Tough Kid Toolkit Training will be provided and implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. Administration will conduct a book study on "What Great Teachers Do differently" to address making connections and forming relationships with students. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.	PSLT Behavior Committee Monthly Admin Walk Through	PSLT /Behavior Committee will review data on office discipline data	EASI ODR and suspension data cross-referenced with mainframe discipline data		

		-Where needed, administration conducts individual teacher walk-through data chats. ATOSS days.					
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	Tier 2 "Check and Connect"/Check-in Check-out program will be implemented to support students who accrue more than 5 to 9 suspension days in one quarter.					
	7	**6**					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	6	**5**				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	5	**4**				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	5	**4**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC activity.						
Tough Kid Toolkit Training	K-5	District Trainer	School-wide	November 2012	Administration walk-throughs	Administration
Book Study: What Great Teachers Do Differently	K-5	Principal	School-wide	October 2012- February 2013	PLC notes/Administration walk-throughs	Administration

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	**Problem-solving Process to Dropout Prevention**					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u>							
N/A	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	2.1.	2.1.	2.1.	2.1.	2.1.		
	2.1.	2.1.	2.1.	2.1.	2.1.		

Parent Involvement Professional Development

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

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

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1. Health and Fitness Goal	1.1.	**2.** Health and physical activity initiatives developed and implemented by the PE coach and classroom teachers.	**2.** PE coach	**2.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.		
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from __73_% on the Pretest to _83_% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	73%	**83%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	

		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase**					

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	Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
1. Continuous Improvement Goal	1.1. Lack of technology Lack of training	1.1. Every teacher will receive a document camera, projector and a laptop On-campus training will be provided for teachers in the use of mimios and smart boards	1.1. Who Administration How Administration will review PLC logs and provide feedback Administrator walk-throughs and observations	1.1. PLC will be surveyed mid-year. Results will be shared with the faculty.	1.1. PLC mid-year survey		

The percentage of teachers who strongly agree with the indicator that "the teachers I work with effectively use technology in the classroom (under Teaching and Learning)" will increase from 37.2% in 2012 to 50% in 2013.	2012 Current Level :	2013 Expected Level :					
	37.2%	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

Please note that each Strategy does not require a

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
professional development or PLC activity.						
Mimio/Smart Board Training	K-5	District Technology Trainer	School-wide	On-going	Administrator Walk-Throughs and Observations	Administration Media Specialist

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).	A.1.	A.1.	A.1.	A.1.	A.1.		
Reading Goal A:

N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |

		A.2.	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.**	B.1.	B.1.	B.1.	B.1.	B.1.	

Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

C. Students scoring proficient in Listening/ Speaking.	1.1. See Reading Goal 1.1 and 1.2	1.1.	1.1.	1.1.	1.1.	
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 52% to 55%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	52%					
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
D. Students scoring proficient in Reading.	2.1. See Reading Goal 1.1 and 1.2	2.1.	2.1.	2.1.	2.1.	

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CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 32% to 35%.	2012 Current Percent of Students Proficient in Reading :					
	32%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

E. Students scoring proficient in Writing.	2.1. See Reading Goal 1.1 and 1.2	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 16% to 19%.	2012 Current Percent of Students Proficient in Writing :					

	16%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		

Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
		F.2.	F.2.	F.2.	F.2.	F.2.
		F.3.	F.3.	F.3.	F.3.	F.3.

G. **Florida Alternate Assessment:** Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		
Mathematics Goal G: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Geometry End-of-Course Goals *(High School ONLY)

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

H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
		1.3.	1.3.	1.3.	1.3.	1.3.	
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal I: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

J. **Florida Alternate Assessment:** Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
Science Goal J: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

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

K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal K:

N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

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

M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
Writing Goal M:

N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Increase the number of and participation in STEM competitions and events including Math Bowl and Science Olympics.	1.1. Need training for teachers. Need Common planning time for math and science teachers.	1.1. Monthly planning provided for vertical PLCs Science Contacts train vertical PLC members on STEM competitions	1.1. Administration through PLC notes	1.1 Administration will monitor the training happening in vertical PLC and monitor the registration forms for an increase in student participation.	1.1. Registration for STEM competitions.

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Bowl and Science Olympic Trainings	K-5	Vertical PLC Leaders	Vertical PLC	On-going	Vertical PLC notes	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
<u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 6 in 2012-2013.	1.1. Time unavailable in the schedule to host speakers.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1. Who Administrators will monitor guest speakers and the Teach-In schedule. How Speaker Requests Teach-In Schedule	1.1. The schedule and requests will be used to establish an increase of speakers compared to the 2011-2012 school year.	1.1. Log of CTE special speakers.

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE training regarding awareness of importance of CTE career exposure in elementary school during faculty meeting.	K-5	Administration	School-wide	On-going	Registration form for STEM events	Administration

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

▢ Yes   No

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

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

1.1 **PLC Collaboration Using Plan-Do- Check- Act Model** 1.2 **Walk To Success Model**	Stipend payment for two PLC team leaders who do not earn a stipend through district funding.	1611.90	1611.90
Final Amount Spent	1611.90		