FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Buckhorn Elementary	District Name: Hillsborough
Principal: Tamara Brooks	Superintendent: Mary Ellen Elia
SAC Chair: Kelli Michael	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Tamara Brooks	Ed. S BS 1-6 Ed Leadership ESOL	4	10	11/12: A 10/11: A 90% AYP 09/10: A 97% AYP 08/09: A 100% AYP
Assistant Principal	Jennifer McCrystal	M Ed. BS K-6 Ed Leadership ESOL	4	4	11/12: A 10/11: A 90% AYP 09/10: A 97% AYP 08/09: A 100% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Angela Seiferd	BS	2	2	11/12: A 10/11: A 90% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
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 qualified.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
6	Five teachers are working on ESOL Endorsement. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings. One teacher is working on adding AGP to certificate. Classes/training will be taken during the 12/13 year.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
56	5% (3)	16% (9)	45% (25)	34% (19)	39% (22)	100% (56)	5% (3)	9% (5)	71% (40)

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
Nicole Jones	Rachel Udasin Molly Hine	Ms. Jones is a Mentor with EET initiative. She has strengths in the areas of Elementary Education, leadership, mentoring, and	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing

		increasing student achievement.	and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
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. **A-1.** Principal **A-2.** Assistant Principal for Elementary Instruction **A-3.** School Psychologist **A-4.** Guidance Counselor **A-5.** Social Worker **A-6.** PLC facilitators for grades K-5 **A-7.** Reading Coach **A-8.** 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 MTSS team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data. Our MTSS Team will be called the Problem Solving Team and will serve as the main leadership team of the school. The Problem Solving Team will meet as needed to: • Use the MTSS problem solving model to: 1. Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3) 2. Determine scheduling needs, curriculum and intervention resources 3. Review/interpret student data (Academic and Behavior) 4. Organize and support systematic data collection. 5. Strengthen the Tier 1 (core curriculum) instruction: 1. Through the implementation of PLCs 2. Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments 3. Through the use of Common Assessments. 4. Through the implementation of research-based, scientifically validated instruction/interventions. 6. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.

7. Monitor interventions and data assessment in Tier 2 and Tier 3.

- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring
- Coordinate/collaborate with other working committees such as the Reading Leadership Team
- Assist in the implementation and monitoring of the Differentiated Accountability Model

Identify professional development needs and resources

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

- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-2012 school year and during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.

- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze screening and collateral data
  - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - develop and target interventions based on confirmed hypotheses
  - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
  - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
  - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

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)

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

Benchmarks	Database	

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

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)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** *(see below)*	School Generated Database in Excel	PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services, and frequency of assessment will increase or decrease in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level MTSS trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe plan to support MTSS.

As the District's Problem Solving Team develops resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area MTSS Facilitator to visit quarterly to review our progress in implementation of PS/MTSS and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS as they become available. All teachers will complete the state perceptions of PS/MTSS Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/MTSS implementation

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains.

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

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

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

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

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

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

- Implement K-12 Reading Plan/CCSS

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.

Action Steps
Actions steps for this strategy are outlined on grade level/content area PLC action plans.
Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.
1. Training all content area teachers

1.1.

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).

Common Core Reading Strategy Across all Content Areas

Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**.

Action Steps

Who

-Principal
-AP
-Reading Coach
-Team Leaders

How

1.2.
-Reading PLC Logs
Action steps for this strategy are outlined on grade level/content area PLC action plans.
-Language Arts PLC Logs
Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.
1.2.
Training all content area teachers
-PLCs turn their logs into administration and/or coach after a unit of instruction is complete.
-PLCs receive feedback on their logs.
1.2.
-Reading Coach observations and walk-throughs
-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.
-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.
1.1.
<u>Teacher Level</u>
-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 the development of their individual/PLC SMART Goal
<u>PLC Level</u>
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
-For each class/course, PLCs chart their overall progress towards the SMART Goal.
<u>Leadership Team Level</u>
-PLC facilitator/ 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.
<u>3x per year</u>
- FAIR

<u>During the Grading Period</u>
- Common assessments (pre, post, mid, section, end of unit, intervention checks)

<u>Reading Goal #1:</u>

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 68% to 76%.

<u>2012 Current Level of Performance:*</u>
<u>2013 Expected Level of Performance:*</u>

68%
76%

All teachers will participate in increasing reading minutes. The goal is to increase reading stamina to prepare for state tests and to attend to texts as reading minutes increase. As we move to more complex text, the students need to be able to attend to the text for longer periods of time, and use strategies taught to comprehend the text.

<u>Action Steps</u>
<u>Who</u>

-Reading PLC Logs
-Language Arts PLC Logs
-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.
-PLCs receive feedback on their logs.
-Reading Coach observations and walk-throughs
-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.
-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.
-Principal
-AP
-Reading Coach
-Team Leaders
-Media Specialist
How
1.2
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 the development of their individual/PLC 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.
.
1.2.
3x per year
- FAIR
During the Grading Period
- Common assessments (pre, post, mid, section, end of unit, intervention checks)

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?

2.3
2.3
2.3
2.3
2.3
2.3
2.3

2.1.
3.1.
Strategy
2.1.
2.1.
2.1.

See Goals 1.1 and 1.2

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.

Reading Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 43% to 48%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

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.

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.

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 if they have learned it?
3. How will we respond if they don't learn?

3.2 Teachers meet in PLCs to Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log.
3.3 Additional action steps for this strategy are outlined on grade level/content area PLC action plans.
-Administrators and coaches attend targeted PLC meetings
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a monthly basis
3.1.

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

Actions/Details
Who
-Principal
-AP
-Guidance Counselor
-Reading Coaches
-PLC facilitators of like grades
How
School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, and/or leadership team.
3x per year
FAIR

During the Grading Period
Common assessments (pre, post, mid, section, end of unit)

Reading Goal #3:

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 70 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

66 points
70 points

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. Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.

4.1.

4.1.
The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.
-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.
-Minimal communication between regular and ELP teachers.

Strategy
Students' reading comprehension improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.

Action Steps
-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.
-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.
-Students attend ELP sessions.
-Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.
-When the students have mastered the specific skill, they are exited from the ELP program.
Who
Administrators

How Monitored
Supplemental data shared with leadership and classroom teachers who have students.
Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*
Reading Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 71 points to 75 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

71 points
75 points

5A.1.
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 58% to 62%.
4.2.
4.3.
Hispanic: Will increase the % of students making satisfactory progress in reading to 62% (reducing the gap)
4.3.

5A.1.
See Reading Goal 4.1
5A.1.
5A.1.
5A.1.

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%.
Reading Goal #5:

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**
Reading Goal #5A:

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

White:72
Black:57

5B.3 The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 55%.
5B.2 Reading Goal 4.1
5B.1.
5B.3.
5B.1.
5B.1.
5B.1.
5A.2
5A.2
5A.2
Hispanic:58
Asian:88
American Indian:n/a
White:75
Black:
Hispanic:62
Asian:
American Indian:

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.

Reading Goal #5B:

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

50
55

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

5D.3.
5D.3.
5D.3.
5D.3.
5D.3.

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

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOTS Strategy	K-5	Reading Coach District Resource Teacher PLC Facilitator	All teachers school wide	PLC meetings every two weeks District trainings as scheduled for specific teachers	PSLT will monitor implementation Administrative walk throughs to observe HOTS strategies	PSLT and Principal
Vocabulary Acquisition strategies	K-5	Reading coach District Resource Teacher PLC Facilitator	All teachers school wide	PLC meetings every two weeks District trainings as scheduled for specific teachers	PSLT will monitor implementation Administrative walk throughs to observe vocabulary acquisition strategies	PSLT and Principal

End of Reading Goals

-PLCs receive feedback on their logs.
1.1.

1.1.

Elementary 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).

-Lack of infrastructure to support technology
-Lack of technology hardware

Strategy

Students' math achievements improves through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.

Action Steps

-PLCs use their core curriculum information to learn more about hands-on and technology activities.

Who

- Principal
-AP
-Math Teacher

How Monitored

-Classroom walk-throughs observing this strategy.
PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.

PLC facilitator will share Data with Depth of Knowledge through Team Problem Solving Leadership Team will review assessment data for positive trends.
1.1.

1.2.

2x per year
District Baseline and Mid-Year Testing

Beginning of the year assessment, mid-year, and end of year for k-2.
3-5 Form 1, Form 2, and MOCK FCAT.

During the Grading Period
-Core Curriculum Go Math Assessments (pre, mid, end of unit, chapter, etc.)

Mathematics Goal #1:
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 66% to70%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

66%
70%

-Teachers are at varying skill levels with higher order questioning techniques.
-PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.

Strategy/Task
Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.

Actions/Details
Within PLCs
-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.
-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.
-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.
-After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking.
-Use student data to identify successful higher order questioning techniques for future implementation.

In the classroom
During the lessons, **teachers**:
-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.
-Wait for full attention from the class before asking questions.
-Provide students with wait time.
-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.
-Allow students to "unpack their thinking" by describing how they arrive at an answer.
-Encourage discussion by using open-ended questions.

[illegible] the leadership's team professional development plan (back individually and whole faculty).
1.1.
Legs.
1.2.
1.3.
1.3.
-Ask questions with multiple correct answers or multiple approaches.
-Scaffold questions to help students with incorrect answers.
-Engage all students in the discussion and ensure that all voices are heard.

During the lessons, students:
-Have opportunities to formulate many of the high-level questions based on the text/content.
-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).

School Leadership
-The PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.
Who
-Principal
-AP
-Math Teachers

How Monitored
-Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency
PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.

2x per year
District Baseline and Mid-Year Testing

During the Grading Period
-Core Curriculum Go Math Assessments
(pre, mid, end of unit, chapter, interventions etc.)

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.

2.1.

See Goals 1.1 and 1.2

2.1.
2.1.
2.1.

Mathematics Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 32% to 37%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

32%
37%

2.2.

2.2.
2.2.
2.2.
2.2.

2.3

2.3
2.3

PLCs at like-course level will administer **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log.
PLCs use the backwards design model for their curriculum and data analysis discussion to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.
-Administrators and coaches attend targeted PLC meetings
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a monthly basis.

3.1.

3.1.
Strategy
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.

Students' math achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act mode**l 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 if they don't learn?
4. How will we respond if they already know it?

Actions/Details
-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.
Who
-Principal
-AP
-Guidance Counselor
-Subject Area Leaders
-PLC facilitators of like grades
How
School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.
2x per year
District Baseline and Mid-Year Testing

3.1.

3.2.
3.2.
3.2.
3.2.

3.3.
3.1.
3..3.
3.3.

During the Grading Period
Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3:
Points earned from students making learning gains on the 2013 FCAT Math will increase from 69 points to 74 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

69 Points
74 Points

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.

The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.
-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.
-Minimal communication between regular and ELP teachers.
Strategy
Students' math achievement improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.

4.2
Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.
4.1.

4.3.
4.3.
4.3.
4.3.

Action Steps
-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.
-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.
- Students attend ELP sessions.
- Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.
-When the students have mastered the specific skill, they are exited from the ELP program.
Who
Administrators

How Monitored
Supplemental data shared with leadership and classroom teachers who have students.
Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*
Mathematics Goal #4:
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 50 points to 60 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

50 Points
60 Points

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

~~White:63~~
~~Black:40~~
~~Hispanic:57~~
~~Asian:~~
~~American Indian:~~
~~White:67~~
~~Black:46~~
~~Hispanic:61~~
~~Asian:~~
~~American Indian:~~

The achievement gap for ethnic subgroups in Math will be reduced.
See Goal 4.1

See Goal 4.1

5A.3
5A.3
5A.3
5A.2
5A.2
5A.2
5A.1
5A.1
5A.1

2013-2014
2014-2015
2015-2016
2016-2017

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.
Math Goal #5:

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**
Mathematics Goal #5A:

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

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.

Achievement gap for economically disadvantaged students in Math will be reduced.
5B.1.

5B.1.
See Goal 5.1
5B.1.
5B.1.
5B.1.
Mathematics Goal #5B:

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

47%
52%

5B.1.

5B.1.
5B.1.
5B.1.
5B.1.

5B.3.

5B.3.
5B.3.
5B.3.

5C.3. Enter narrative for the goal in this box.

5C.3.
5C.3.
5C.3.
5C.3.

5C.1.
5C.1.
5C.1.
5C.1.
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.

Mathematics Goal #5C:

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

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?

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

5D.1. Narrative for the goal in this box.
5D.2.
5D.3.

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
HOTS Strategy	K-5	Math Lead Teachers PLC Facilitator	All teachers school wide	PLC meetings every two weeks District trainings as scheduled for specific teachers	PSLT will monitor implementation Administrative walk throughs to observe HOTS strategies	Administrative Team
Technology for CCSS 5D.1. 5D.1. 5D.1. 5D.1.	K-5	Math Lead Teachers PLC Facilitator	Math Teachers School Wide	PLC Meetings every two weeks Professional Study Day Faculty trainings as needed District Trainings as scheduled for specific teachers	Administrators conduct targeted walk-throughs	Administrative Team

Student Evaluation Tool

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

End of Elementary School Mathematics Goals

Mathematics Professional Development

End of Mathematics Goals

1.1.
1.1.

1.1.

Elementary 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.

Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.
-Lack of common planning time to facilitate and hold PLCs for like courses.

Strategy
Students' science skills will improve through participation in the **5E instructional model.**

Action Steps
-Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs.
-PLCs write SMART goals based for units of instruction.
-As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons.
-PLC teachers instruct students using the 5E Instructional Model.
-At the end of the unit, teachers give a common assessment identified from the core curriculum material.
-Teachers bring assessment data back to the PLCs.
-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.
Who
Principal
APC
Science Teachers

[illegible] gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).
1.1.
1.2.
1.3.

How Monitored
-Classroom walk-throughs observing this strategy.
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.
2x per year
District-level baseline and mid-year tests

During the Grading Period
Science Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 61% to 66%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

61%
66%

Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology
-Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology
Strategy
Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, **scientific processes**, **laboratory experiences, and uses of technology**
Action Steps
-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.
-Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology within the 5E Instructional Model.
-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.
-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.
-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.
-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.
Who

1. Data is used to drive teacher support and student supplemental instruction.
1.2.
1.3.
1.3.
1.3.
1.3.
Principal
APC
Science Teachers

How Monitored
-Classroom walk-throughs observing this strategy.
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.
2x per year
District-level baseline and mid-year tests

During the Grading Period
-Unit assessments

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?

2.1.
2.1.
2.1.
2.1.
2.1.

2.1

See 1.1 and 1.2

2.1.
2.1.
2.1.

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.

Science Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 27% to 30%.

2012 Current Level of Performance:*
2013Expected Level of Performance:*

27%
30%

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Technology and Hands-On Activities	K-5	Science Resource Teachers Science Supervisor PLC Facilitator	Science Teachers School Wide	PLC Meetings every two weeks District Trainings as scheduled for specific teachers	Administrators conduct targeted walk-throughs	Administrative Team
Inquiry and the 5E Lesson Plan	K-5	Science Resource Teachers Science Supervisor PLC Facilitator	Science Teachers School Wide	PLC Meetings every two weeks District Trainings as scheduled for specific teachers	Administrators conduct targeted walk-throughs	Administrative Team

Science Professional Development

End of Science Goals

1.1.

1.1.

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.

Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.
-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.
-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.

Strategy

Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.

Action Steps

-Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)

Plan:

-Professional Development for updated rubric courses
-Professional Development for instructional delivery of mode-specific writing
-Training to facilitate data-driven PLCs
-Using data to identify trends and drive instruction
-Lesson planning based on the needs of students

Do:

-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points
-Daily/ongoing conferencing

1.3.
1.1.
1.3.
1.3.
1.3.
1.3.
Who
Principal
APC

How Monitored
-PLC logs
-Classroom walk-throughs
Observation Form
-Conferencing while writing walk-through tool (for coaches)
Check:
Review of daily drafts and scoring monthly demand writes
-PLC discussions and analysis of student writing to determine trends and needs

Act:
-Receive additional professional development in areas of need
-Seek additional professional knowledge through book studies/research
-Spread the use of effective practices across the school based on evidence shown in the best practice of others
-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.
-Plan ongoing monitoring of the solution(s)
-Student monthly demand writes/formative assessments
-Student daily drafts
-Student revisions
-Student portfolios

Writing/LA Goal #1:

The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 89% to 94%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

89%
94%

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
MOODLE	K-5	Online Course	Language Arts Teachers school wide	Complete the course in the 2012-2013 school year	Reports from Professional Development/Monthly student writing reviews	Administrative Team

Writing/Language Arts Professional Development

End of Writing Goals

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.
1.1.
Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.
1.1.
Attendance committee will monitor the attendance data from the targeted group of students.
1.1.

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

Attendance committee needs to meet on a regular basis throughout the school year.
Tier 1
Instructional Planning Tool Attendance/Tardy data
Attendance Goal #1:

1. The attendance rate will increase from 96.09% in 2011-2012 to 76% in 2012-2013.

2.The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10%
32 X .10 = 3.2
32-3.2 = 28

3.The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.

2012 Current Attendance Rate:*

2013 Expected Attendance Rate:*

96.09%
97%

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 Plan	K-5	Guidance Counselor	MTSS Team	On-going	Review plan and data quarterly	Guidance Counselor and School Social Worker.

2012 Current Number of Students with Excessive Unexcused Absences (10 or more)

32

2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)

28

2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)

0

2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)

0

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**

Enter narrative for the goal in this box.							
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	Teachers have different expectations of student behavior.	Guidance Counselor will develop and support implementation of individual behavior management plans.	Administration Teachers Guidance Counselor	Review disciplinary report quarterly.	Behavior Management Plans
	1	1					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	6	4					
		1.2.					
		1.3.					
			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 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
Behavior Management	K-5	PLC Leaders	PLC Members	Once/month	Review discipline reports quarterly.	Administration, PSLT

End of Suspension Goals

1.1.

Time needed to incorporate Physical Eduction into grades 3-5 on a weekly/daily basis is difficult.

Health and Fitness Goal(s)

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

Additional Goal(s)
Problem-Solving Process to Increase Student Achievement

Based on the analysis of school data, identify and define areas in need of improvement:

Anticipated Barrier

Strategy

Fidelity Check

Who and how will the fidelity be monitored?

Strategy Data Check

How will the evaluation tool data be used to determine the effectiveness of strategy?

Student Evaluation Tool

1. Health and Fitness Goal

1.1
Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.

1.1
Principal
1.1
Classroom walk-throughs
Class schedules
1.1
Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty- minutes (60) of the mandated 150 Minutes of Elementary Phys. Ed.

Health and Fitness Goal #1:

During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 76% on the Pretest to 96% on the Posttest.

1.3.

1.3.
1.3.
1.3.
1.3.

2012 Current Level :*
2013 Expected Level :*

76%
96%

2. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the *150 Minutes of Elem. Physical Education* folder on IDEAS.
2. Physical Education Teacher

2. Lesson plans of
Physical Education Teacher
2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

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

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal			1.1. There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time.	1.1. The leadership team will require PLC's to meet together in one central location monthly for support when looking at data and following the Plan-Do-Check-Act model. PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1. Principal Leadership Team Subject Leaders	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1. PLC Survey materials
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "processes are in place for differentiating instruction at this school (under Commitment to Continuous Improvement)" will increase from 38% in 2012 to 55% in 2013.	2012 Current Level :* 38%	2013 Expected Level :* 55%					
			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 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 Additional Goal(s)

1.3.
1.3.
1.3.
1.3. Reading Goal 4.1
1.3.
1.3.

1.1.
1.1.
1.1.
1.1.

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

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.

CELLA Goal #C:

The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 43% to 50%.

2012 Current Percent of Students Proficient in Listening/Speaking:

43%

Students read in English at grade level text in a manner similar to non-ELL students.

Anticipated Barrier

2.1.
2.1. See Reading Goal 4.1
2.1.
2.1.
2.1.
2.1.
2.1.

2.1.
2.1.
2.1.
2.1.

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.

CELLA Goal #D:

The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 40%.

2012 Current Percent of Students Proficient in Reading :

25%

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.

CELLA Goal #E:

The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 29% to 40%.

2012 Current Percent of Students Proficient in Writing :

2.3.
2.3.
2.3.
2.3.
2.3.

29%

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

STEM Goal(s)
Problem-Solving Process to Increase Student Achievement

Based on the analysis of school data, identify and define areas in need of improvement:

Anticipated Barrier

Strategy

Fidelity Check

Who and how will the fidelity be monitored?

Strategy Data Check

How will the evaluation tool data be used to determine the effectiveness of strategy?

Student Evaluation Tool

STEM Goal #1:

Implement/expand project/problem-based learning in math, science and CTE/STEM electives.

1.1
Need common planning time for math, science, ELA and other STEM teachers

1.3.

1.3.
1.3.
1.3.
1.3.
1.1
-Explicit direction for STEM professional learning communities to be established.
-Documentation of planning of units and outcomes of units in logs.
-Increase effectiveness of lessons through lesson study and district metrics, etc.
1.1
PLC or grade level lead -
1.1
Administrative walk-throughs

1.1
Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	All	Science Contact	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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**
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 4 in 2012-2013	1.1.	1.1. Provide field trips to local businesses or CTE student competitions.			Lo g of CTE field trips.
	1.2.	1.2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.2.	1.2.	Log of CTE special speakers.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ 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
Final Amount Spent			