

FLORIDA DEPARTMENT OF EDUCATION



Reviewed by: Brandi Dickens 12/28/12

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Sessums Elementary	District Name: Hillsborough
Principal: Winnie McCandless	Superintendent: MaryEllen Elia
SAC Chair: Nicole Johnson / Jaimi Velazquez-Spady	Date of School Board Approval:

Commented [B1]: Part I is very thorough & looks GREAT!

Commented [B2]: Ms. McCandless, I have included all of my comments on the right hand side of the document. Great Job over all! I can tell you and your team put a lot of hard work into your plan. Anything that needs your immediate attention will be highlighted in yellow. All of the other comments are for you and your leadership to reflect on and help guide your next steps.

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	Winnie McCandless	Principal, Specialist, Masters, Bachelors	9	13	11/12: A 63/55 10/11: A 87% AYP 09/10: A 85% AYP
Assistant Principal	Enis Philbert	Bachelors, Masters	8	9	11/12: A 63/55 10/11: A 87% AYP 09/10: A 85% AYP

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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	Tiffany Latimore	BS in Early Childhood Ms. Elementary Ed.	2	2	11/12: A 63/55 10/11: A 87% AYP 09/10: A 85% 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. District Peer Program	District Peers	Ongoing	
3. Regular time for teacher collaboration	Principal	Ongoing	
4. District Mentor Program	District Mentors	Ongoing	
5. School-Based Teacher Recognition System	Principal	Ongoing	
6. Opportunities for Teacher Leadership	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.

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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
6 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. <u>Administrators</u> Meet with the teachers throughout the year to discuss progress on: <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <u>Academic Coach</u> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <u>Grade Level Leader/PLC</u> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
70	2.8% (2)	31.4% (22)	41.4% (29)	24.2% (17)	28.5% (20)	2.8% (2)	1.4% (1)	7.1% (5)	71.4% (50)

Commented [B3]: I just wanted to double check that you only have 2 out of 70 staff members that are Highly Qualified? Did you may calculate Non Highly Qualified here?

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
Karen Koslow	Katherine Arp	Karen Koslow is a Mentor with EET initiative.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title 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

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

Commented [B4]: I see you put a lot of thought in to this section to reflect what is happening at your school ☺

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
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading)
- ESE teacher
- Team Leaders
- SAC Chair
- ELL Representative
- ELP Coordinator
- Attendance Committee 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 MTSS/RtI in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS/RtI reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The MTSS/RtI will meet Bi-weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Intensive Reading and Math classes
 - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

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- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS/RtI)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS/RtI)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Use intervention planning forms to communicate initiatives between the MTSS/RtI and PLCs.

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

- The Chair of SAC is a member of the MTSS/RtI.
- The MTSS/RtI 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 MTSS/RtI. 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.
- The MTSS/RtI will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS/RtI 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 MTSS/RtI team through the subject area MTSS/RtI representatives
- The MTSS/RtI and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, 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* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	individual teachers, PSLT
Nine Week Exams	Subject Area Generated Excel Database	Individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	Individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

*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.

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Supplemental/Intensive Instruction (Tiers 2 and 3)		
Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	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** <i>(see below)</i>	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 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 RtI 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.

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

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:

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

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
- Assistant Principal for Elementary Instruction
- Reading Coach
- Reading Teachers
- Media Specialist
- Psychologist

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 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 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

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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. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	1.1. Common Core 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, Bloom, Costas). 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.	1.1. Who Principal -AP -Reading Coach Administrators and other responsible parties will attend PLC meetings. PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-through. Monitoring data will be reviewed every nine	1.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Emerging Second Nine Week Check Emerging Third Nine Week Check	1.1. 2-3x Per Year FAIR On-going Progress Monitoring in comprehension During Nine Weeks -course weekly Assessments
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 2013 FCAT Reading will increase from 65% to 69%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65%	69%					

Commented [B5]:
In your reading plan you have fourteen major initiatives:
1.Higher-order, text-dependent questions
2.Close reading lesson
3.Teachers working collaboratively
4.Differentiated instruction
5.Teachers' collaboration with the academic coach
6.ELP supplemental instruction on targeted skills
7.ELL strategies
8.SWD strategies
9.Technology and hands-on activities
10.Higher order questions/discussion activities
11.Plan-Do-Check-Act model
12.5E instructional model
13.Scientific processes, laboratory experiences, and uses of technology
14.Craft through elaboration

These are a lot of initiatives to progress monitor (through student data and teacher walk-throughs looking for strategy implementation.) You might want to consider scaling back on these initiatives. What is your "heart and soul" focus for your school. What strategies are your coaches working on with teachers? What are you progress monitoring? What are you checking for in the classroom?

Commented [B7]: I just changed the date here from last year to this.

Commented [B6]: Nine week checks are optional now. I just wanted to let you know. It still is a great way to reflect on current practices.

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			<p>curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model.</p> <p>Action Steps.</p> <p>1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</p> <p>2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>3. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p>	weeks		
		<p>1.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> <u>Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-</u></p>	<p>1.2. <u>Who</u> -Principal -AP -Reading Coach</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p>	<p>1.2. 1.2. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>

Commented [B8]: Oops, did you mean to put this here? It seems to be the same as 1.1. It is fine just to have the 2 goals in this section. The only difference I noticed is in the strategy Data Check column. You can just move this up with the previous if that is the case.

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		<p><u>order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). 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. <u>All content area teachers are responsible for implementation.</u></p> <p>Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>-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.</p>	<p>-PLCs reflect on lesson outcomes and data used to drive future instruction. -For each grade level, PLCs chart their overall progress towards their SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Administration/ Team Leaders share SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	
	<p>1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. Common Core Reading Strategy Across specific Grade Levels (K-1) Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent</p>	<p>1.3. Who -Principal -AP -Instruction Coaches -PLC facilitators How -Reading Logs -Language Arts Logs -Social Studies Logs -PLCS turn their logs into Administration. -PLCs receive feedback on their logs. -Administration shares the positive outcomes</p>	<p>1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system Edline. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data <u>across all classes/courses.</u> -PLCs reflect on lesson outcomes and data used to</p>	<p>1.3. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>

Commented [B9]: How are your PLC's doing with writing SMART goals? Are your teachers doing this with each content area? I know as a teacher this can be challenging.

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			questions, 3) writing in response to reading and 4) engaging in text-based class discussion. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	observed in PLC meetings on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	drive future instruction. - For each <u>class/course/grade level</u> , PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> <u>Leadership Team Level</u> -PLC facilitator/ Administration/ Team Leaders share SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012-2013 FCAT Reading will increase from 37% to 39%.	2012 Current Level of Performance:* 37%	2013 Expected Level of Performance:* 39%				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.		3.1. PLCs struggle with how to structure curriculum conversations and data analysis to deepen their	3.1 PLCs are being monitored and visited by administration and other resources. Student achievement	3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders	3.1. School has a system for PLCs to record and report during the grading period goal outcomes to administration, coach, and/or leadership	3.1. 3x per year FAIR During the Grading Period
Reading Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

Commented [B10]: Thank you for remembering that goals 3 & 4 are reported as points.

Commented [B11]: Did you mean to put this here first above the strategy?

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<p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 63 points to 65 points.</p>	<p>63 pts</p>	<p>65 pts</p>	<p>learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.</p>	<p>improves through <u>teachers working collaboratively</u> to focus on student learning. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 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? 4. How will we respond if they already know it? <p><u>Actions/Details</u> -Grade level/like-course PLCs summarize discussions on log.</p>	<p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -PLCs turn their logs into administration. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>team.</p>	<p>Common assessments (pre, post, mid, section, end of unit)</p>
			<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. <u>Strategy/Task</u> Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>.</p> <p><u>Actions/Details</u> <u>Within PLCs Before Instruction and During Instruction of New Content</u> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <u>In the classroom</u> -During the lessons, <u>students</u> are involved in</p>	<p>3.2. <u>Who</u> -Principal -AP -Reading coach -PLC facilitators</p> <p><u>How</u> -PLC logs turned into administration -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -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</p>	<p>3.2. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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			flexible grouping techniques PLCs <i>After Instruction</i> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (<i>Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy</i>). -Additional action steps for this strategy are outlined on grade level/content area PLCs.		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.	
		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	Strategy Data Check	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/Details Reading Coach -The reading coach and	4.1. Who Administration How- -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 55 points to 58 points.	2012 Current Level of Performance:* 55pts.	2013 Expected Level of Performance:* 58pts.				

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			<p>administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The reading coach rotates through all grade level PLCs to:</p> <ul style="list-style-type: none"> --Facilitate lesson planning that embeds rigorous tasks --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. <p>-Throughout the school year, the reading coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p>Leadership Team and Coach</p> <p>-The reading coach meets with the principal/AP to map out a high-level summary plan of action for the school year.</p>	sessions)		
		<p>4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct</p>	<p>4.2 <u>Strategy</u> Students' reading comprehension improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p>	<p>4.2 <u>Who</u> Administrators</p> <p><u>How Monitored</u> Administrators will review the communication logs and data collection used</p>	<p>4.2 Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2 Curriculum Based Measurement (CBM) <i>(From District Rt/Problem Solving Facilitators.)</i></p>

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		<p>correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers. -Students don't always attend regularly.</p>	<p>Action Steps -ELP held in shorter and more focused sessions. -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. -Push-in ELP during the school day with extra support.</p>	<p>between teachers and ELP teachers outlining skills that need remediation.</p>		
		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%.						
Reading Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	

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<p>Reading Goal #5A:</p> <p>The percentage of the White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 69% to 72%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 60% to 64%.</p> <p>The percentage of the Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 86% to 87%.</p>	<p>2012 Current Level of Performance: 61%</p>	<p>2013 Expected Level of Performance:</p> <p>White: 72% Black: 58% Hispanic: 64% Asian: 87% American Indian: N/A</p>	<p>See Reading Goals 1, 3, and 4</p>					
	<p>White: 69% Black: Y Hispanic: 60% Asian: 86% American Indian: N/A</p>							
				5A.2.	5A.2	5A.2	5A.2	5A.2
				5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>			5B.1.	5B.1. See Reading strategies 1, 3, and 4	5B.1.	5B.1.	5B.1.	
<p>Reading Goal #5B:</p> <p>The percentage of the Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 58% to 62%.</p>	<p>2012 Current Level of Performance:* 58%</p>	<p>2013 Expected Level of Performance:* 62%</p>	<p>N/A</p>					
				5B.2.	5B.2.	5B.2.	5B.2.	
				5B.3.	5B.3.	5B.3.	5B.3.	

Commented [B12]: I am glad to see you reference previous strategies because you already are doing so much.

Commented [B13]: Reference what strategy to see here like you did in the previous one.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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. Reading Goal #5C: The percentage of the English Language Learners (ELL) students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 55% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1. Teachers are unfamiliar with the ESOL strategy checklists given to implement ESOL strategies as the homeroom teacher. -ELLs at varying levels of English language acquisition and acculturation are not consistent across core courses.	5C.1. Teachers will discuss ESOL strategy checklist in PLCs to ensure all teachers are familiar with it. The ERT will continue to meet with the ELL students that are considered LY-A and LY-B.	5C.1. ERT Principal AP Data shared in staff meetings, discussed during RTI/PSLT meetings, and reviewed by classroom teachers and ELL teachers.	5C.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data. <u>Leadership Team Level</u> -ERTs meet with RtI team to review performance data and progress of ELLs	5C.1. -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance					
	55%	60%										
								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. Reading Goal #5D: The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the	5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school	5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC	5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all	5D.1. Unique Learning System Reading Mastery Language for Learning Meville to Weville					
	27%	34%										

Commented [B14]: ☺ You did a GREAT job outlining what your Leadership Team will do to monitor the use of the strategy! Are you also communicating the results with the staff?
Don't forget to add how your Fidelity Check will be monitored.

Commented [B15]: What student evaluation tools are you utilizing during the nine weeks?

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27% to 34%.			AP will put a system in place for this school year.	year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Administration/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Commented [B16]: Thank you for including. PLC's can also be a form of PD.

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
FAIR Assessments	Grades K-5	Reading Coach Team Leaders	All teachers School Wide	Ongoing throughout the year	FAIR Assessments	Reading Coach
Differentiated Instruction	Grades K-5	Team Leaders	All teachers School Wide PLC's	Bi- Weekly meetings September –May PLC's – Ongoing	Administrators conduct targeted classroom walk-through to monitor DI implementation	Principal and Administrative Team
ELL Strategies	Grades K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

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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	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1 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. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1 Who - Principal -Technology Specialist How Monitored -PLCs turn their logs into administration. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 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 the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum 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% to 68%.	<u>2012 Current Level of Performance:*</u> 66%	<u>2013 Expected Level of Performance:*</u> 68%					
			1.2 -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	1.2 Strategy/Task Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and	Who - Principal -Technology Specialist How Monitored -PLCs turn their logs into administration. -PLCs receive feedback on their logs.	1.1 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	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum

Commented [B17]: I can see that you and your leadership team are very strategic in how you will progress monitor implementation in Reading. Consider organizing your Math Strategy Data Check column:
 •Teacher Level
 •PLC Level
 •Leadership Level.

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		<p>during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u> <i>Within PLCs</i> -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.</p> <p><i>In the classroom</i> During the lessons,</p>	<p>-Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>
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		<p><u>teachers:</u></p> <ul style="list-style-type: none"> -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. -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. <p><u>During the lessons,</u></p> <p><u>students:</u></p> <ul style="list-style-type: none"> -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 			
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			<p>understanding (and without teacher mediation).</p> <p><u>School Leadership</u> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).</p>			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	See Goals 1, 3 & 4	2.1.	2.1.	2.1.
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 35% to 37%	35%	37%				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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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
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1. -PLCs struggle with how to structure 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.	3.1. Strategy Students' math 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 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. -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps	3.1. Who -Principal -AP -PLC facilitators How PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3: Points earned from the students making learning gains on the 2013 FCAT Math will increase from 78 points to 79 points.	<u>2012 Current Level of Performance:*</u> 78 pts.	<u>2013 Expected Level of Performance:*</u> 79 pts.				

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				for this strategy are outlined on grade level/content area PLC action plans.			
			<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction</p> <p>Actions/Details Within PLCs Before Instruction and During Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-</p>	<p>3.2. Who -Principal -AP -PLC facilitators</p> <p>How PLCS turn their logs into administration. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a</p>	<p>3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -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.</p>	<p>3.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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			teaching/interventions and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/content area PLCs.			
		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. -Scheduling time for the principal/AP to meet with the grade level teams on a regular basis.	4.1. Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with grade level teams and/or cross grade level PLCs. Actions/Details -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administration rotates through all grade level PLCs to: --Facilitate the planning for interventions and the intentional grouping of the students	4.1. Who Administration How -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of administration's participation in PLCs.	4.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #4: Points earned from the students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 59 points to 61 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	59 pts.	61 pts.				

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				<p>-Using walk-through data, the administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-Throughout the school year, the academic administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p>			
			<p>4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.</p>	<p>4.2 <u>Strategy</u> Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not 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</p>	<p>4.2 <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2 Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2 Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>

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			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. -Push-in ELP sessions for those students that might be able to stay after school due to transportation issues.			
		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%.						
Math Goal #5: No data available as of 9/27/12						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
Math Goal #5A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See goals 1, 3 & 4			
The percentage of the Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 49% to 54%.	White: Y Black: 49% Hispanic: 63% Asian: 79 % American Indian: N/A	White:73% Black: 54% Hispanic: 67% Asian: 81% American Indian: N/A				
The percentage of the			5A.2.	5A.2.	5A.2.	

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Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 63% to 67%. The percentage of the Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 79% to 81%.			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.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 55% to 60%.	2012 Current Level of Performance: * 55%	2013 Expected Level of Performance: * 60%	NA See <u>Reading goals 1, 3 & 4</u>				
			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

Commented [B18]: This needs to be completed

Commented [B19]: See Reading comment. Need to add how this will be monitored.

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: The percentage of English Language Learners (ELL) scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 47% to 52%.	2012 Current Level of Performance:* 47%	2013 Expected Level of Performance:* 52%	-Teachers are unfamiliar with the ESOL strategy checklists given to implement ESOL strategies as the homeroom teacher. -ELLs at varying levels of English language acquisition and acculturation are not consistent across core courses.	Teachers will discuss ESOL strategy checklist in PLCs to ensure all teachers are familiar with it. The ERT will continue to meet with the ELL students that are considered LY-A and LY-B.	ERT Principal AP Classroom teachers Data shared in staff meetings, discussed during RTI/PSLT meetings, and reviewed by classroom teachers and ELL teachers.	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with grade level PLCs on a rotating basis to assist with the analysis of ELLs performance data. <u>Leadership Team Level</u> -ERTs meet with RtI team to review performance data and progress of ELLs	-FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests with data aggregated for ELL 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	Strategy Data Check	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 27% to 34%.	2012 Current Level of Performance:* 27%	2013 Expected Level of Performance:* 34%	-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.	<u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school	Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.	Unique Learning Systems Number Worlds or Equals assessment tools Daily data collection for IEPs

Commented [B20]: This needs to be completed

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34%.				year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		-PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Administration/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	
			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.
Algebra Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Enter narrative for the goal in this box.	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.						
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
ELL Strategies	Grades K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team
Differentiated Instruction	Grades K-5	-Administration	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team

End of Mathematics Goals

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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 -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.	1.1 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.. -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.	1.1 Who Principal AP How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator/ Team Lead/ Administration shares data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 <u>2x per year</u> District-level baseline and mid-year tests Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 58% to 60%.	<u>2012 Current Level of Performance:*</u> 58%	<u>2013 Expected Level of Performance:*</u> 60%	1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their	1.2. Strategy Student achievement improves through teachers working collaboratively to	1.2 Who -Principal -AP -PLC facilitators	1.2. School has a system for PLCs to record and report during-the-grading period.	1.2. <u>2x per year</u> District Baseline and Mid-Year Testing

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		<p>learning. To address this barrier, we have PLC logs to complete at grade level PLCs.</p>	<p>focus on student learning using the 5E Instructional Model. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p><u>Actions/Details</u> <u>Within PLCs:</u> -PLCs will use a PLC log to monitor the following: -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will adjust action plans based on administrative walk-through data, PLC collaboration, and student data.</p>	<p><u>How</u> -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>		<p>Semester Exams</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
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		<p>1.3 -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.3 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 (animations, probeware, digital microscopy). Action Steps -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology. -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.</p>	<p>1.3 Who Principal AP How Monitored -Classroom walk-throughs observing this strategy.</p>	<p>1.3 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3 2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Unit assessments</p>
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. Only Kindergarten and 1st grade have fully implemented Common Core. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 <u>Strategy</u>	2.1 <u>Who</u>	See goal 1	See goal 1
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 18% to 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See goal 1	See goal 1		
	18%	20%				
		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
Differentiated Instruction	K-5	Teacher	Math Teachers- School Wide	PLC Meetings –Bi-Weekly	Administrator conduct targeted classroom walkthroughs to monitor DI implementation	
Hands-On Activities	K-5	PLC Leader	Math Teachers – PLC’s	Topic specific – PLC meetings – on-going	Administrator conduct targeted classroom walkthroughs to monitor Hands-On activity implementation	
Inquiry and the 5E Instructional Model	Grades K-5	Science Contact, Grade Level Team Leaders and all teachers	course-specific PLCs	On-going in science PLCs 3 times per month	Administrators conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team

End of Science Goals

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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. Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers do not have confidence using holistic scoring methods - Teachers lack sufficient time to score student papers - Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing.	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' use of elaboration will improve through the teacher's use of daily Writers' Workshop lessons focused on craft through elaboration and one on one conferencing to support differentiated instruction. Action Steps 1. As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors. 2. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead. 3. All grade levels will discuss writing trends, especially mechanics and spelling of commonly used words. Writing concerns will be addressed as soon as Kindergarten and follow through to 5 th grade.	1.1. Who Principal AP Teacher How - Classroom walk-through observing this strategy. - Evidence of strategy in teachers' lesson plans seen during administration walk-through. - HCPS Informal Observation Pop-In Form (EET tool). First Nine Week Check Emerging Second Nine Week Check Emerging Third Nine Week Check Emerging Third Nine Week Check	1.1. PLCs – Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt First Nine Week Check Emerging Second Nine Week Check Emerging Third Nine Week Check	1.1. 2-3x Per Year Student monthly demand writes, student daily drafts, conferencing notes During Nine Weeks Monthly Sessions Writing tests, Data collection sheets per grade level
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grade 4, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2012 2013 FCAT Writing will increase from 85% to 87%.	85%	87%					

Commented [B21]: What student evaluation tools are you utilizing during the nine weeks?

Commented [B22]: Don't forget to change the date here.

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		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.						
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
Writers' Workshop	K-5	PLC Facilitator	School-Wide	Bi-Weekly PLC's	Administrative walk-through to monitor strategy.	Administration Team
STAR Interviews	K-5	PLC Facilitator	School-Wide	Bi-Weekly PLC's	Administrative walk-through to monitor strategy.	Administration Team

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	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 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95.6%	96%					
1. The attendance rate will increase from 95.6% in 2011-2012 to 98% in 2012-2013.	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% for 2012-2013.	82	73					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	0	0					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will remain 0% for 2012-2013.			1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance	1.2 Social Worker Guidance Counselor PSLT	1.2 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data

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			improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.			
		1.3. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.3. The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives	1.3. AP will run Attendance/Tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors	1.3. Administration Team and subset of PSLT will examine data monthly	1.3. Attendance Report Tardy Report Attendance Plan

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
School Behavior Plan	K-5	School Psychologist	School Wide	Bi- Monthly	Monthly Data Review with support from School Psychologist and Administration	Principal and Assistant Principal

End of Attendance Goals

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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Tier 1 -Positive Behavior Support (PBS) will be 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. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Where needed, administration conducts individual teacher walk-through data chats. -Anti-bullying scenarios proposed to students to promote discussion in the classroom about positive behavior and bully-prevention.	1.1 Who -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%.	5	4					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	5	4					
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8	7					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	8	7					
			1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	

Commented [B23]: Do you offer professional development/ update trainings for PBS?

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Behavior Plan	K-5	School Psychologist	School Wide	Bi- Monthly	Monthly Data Review with support from School Psychologist and Administration	Principal and Assistant Principal

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			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>							
Enter narrative for the goal in this box.	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.

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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
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			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

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2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			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
1. Health and Fitness Goal			1.1.	1.1. Elementary students will engage in 150 minutes of Physical Education per week, in grades K-5.	1.1. Principal P.E. Coaches	1.1. Classroom walkthroughs and Class schedules	1.1. Classroom teacher's document in their lesson plans the 90 minutes of "Teacher Directed" Physical Education.
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for	51%	61%					

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assessing aerobic capacity and cardiovascular health will increase from 51% on the Pretest to 61% on the Posttest.							
			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 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. -Parents are unavailable to meet for conferences. -Inconsistent checking of the daily folders/agendas	1.1. -Daily Behavior Forms in folders/agendas -Progress Reports -Class/School Newsletters -Parent-Teacher Conferences -School/Teacher Website	1.1. Administration: report card reviews, conference summaries kept in files. PSLT team- parent communication data recorded and presented at RTI meetings	1.1. Parent surveys, school climate surveys, individual classroom monitoring	1.1. Student climate surveys, school-wide and classroom newsletters, school's website
Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
The % of parents who strongly agree that the teachers they work with communicate the expectations for student learning and goals for improvement will increase from 52.1% to 62% in 2013.	52.1%	62%					
			1.2.	1.2.	1.2.	1.2.	1.2.

Commented [B24]: This is incomplete, please update.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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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)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 5d				
	50%	51%					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: The percentage of students making learning gains on the 2012 FAA was suppressed.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Fewer than 10 students						
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section on the CELLA will increase from 51% to 53%	2012 Current Percent of Students Proficient in Listening/Speaking: 51%		See Reading ELL Goal 5C.1.			
		1.2.		1.2.	1.2.	1.2.
		1.3.		1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 32% to 34%.	2012 Current Percent of Students Proficient in Reading : 32%		See Reading ELL Goal 5C.1.			
		2.2.		2.2.	2.2.	2.2.
		2.3.		2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	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 ELL Goal 5C.1.	2.1.	2.1.	2.1.
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 32% to 34%.	32%					
		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.	See Math Goal 5d	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%	30%	31%					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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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: The percentage of students making learning gains on the 2012 FAA was suppressed.	2012 Current Level of Performance:* Fewer than 10 students	2013 Expected Level of Performance:*				
			G.2.	G.2.	G.2.	G.2.
			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: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			1.2.	1.2.	1.2.	1.2.

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		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
I. Students scoring in the upper third on Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			2.2.	2.2.	2.2.	2.2.
			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: The percentage of students scoring a Level 4 or higher on the 2012 FAA was suppressed.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Fewer than 10 students					

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			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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			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
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							

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box.							
			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: The percentage of students scoring a Level 4 or higher on the 2012 FAA was suppressed.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Fewer than 10 students						
			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

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STEM Goal #1: Implement/expand inquiry-based experiences for students in math and science through the 5E model. Implement/expand integrative approaches to the Common Core State Standards.	1.1	1.1	1.1	1.1	1.1
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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
Direct-Inquiry and Guided-Inquiry learning	K-5	Classroom Teachers, Grade Level Team Leaders, and Science Contact Facilitator	PLC or grade level lead or Science Contact Facilitator	On-going	Administrator walk-throughs	Administration
PLC focus on STEM Integration	K-5	Classroom Teachers, Grade Level Team Leaders, and Science Contact Facilitator	PLC or grade level lead or Science Contact Facilitator	On-going	Administrator walk-throughs	Administration
Attend STEM fair Workshop	K-5	Classroom Teachers, Grade Level Team Leaders, and Science Contact Facilitator	PLC or grade level lead or Science Contact Facilitator	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

Commented [B25]: You will need to update this section & complete all components.

CTE Goal(s) Based on the analysis of school data, identify and define areas in need of improvement:	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase students' interest in career opportunities and program selections prior to Middle School.	1.1. Lack of exposure	1.1. Implement and participate in school wide Student Council, Great American Teach-In (GATI) and Field Trips with Career Experiences	1.1. Guidance counselor administration , teachers checking to ensure a variety of speakers attend classrooms for GATI. Use of field trips to enhance interest in these areas Classroom teachers using technology within other subjects to get students interested.	1.1. Use data to plan appropriate field trips and presentations done at school. Reflect on previous experiences to make choices for the next year/event.	1.1. Student reflections
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of career opportunities in core academic areas	K-5	Teachers	Grade Level PLCs	Once a week	Administrator walk-throughs	Guidance Counselor and Administration

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

Commented [B26]: Don't forget to mark the yes box here. If you are not in compliance please contact the Office of School improvement.

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

Describe the use of SAC funds.

Commented [B27]: Be sure to fill out this section including the projected SAC budget and tie to specific SIP strategies

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			

