

Florida Department of Education Differentiated Accountability



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012 -2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name: Cork Elementary	District Name: Hillsborough County
Principal: Sherri Black	Superintendent: Mary Ellen Elia
SAC Chair: Jeanette Hinton	Date of School Board Approval:

Student Achievement Data

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[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.)

[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

Highly Qualified Administrators

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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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Sherri Black	Elem. Ed. 1-6 Library and Information Science, Educational Leadership	8	7	11/12 A 10/11 B 84% AYP 09/10 A 79% AYP 08/09 A 95% AYP 07/08 A 92% AYP
Assistant Principal	Ryan Bruck	Elem. Ed. K-6, M.A. Educational Leadership	First Year	First Year	N/A

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Deana Moorman	Elem. Ed./Early Childhood	6	8	11/12 A 10/11 B 84% AYP 09/10 A 79% AYP 08/09 A 95% AYP 07/08 A 92% AYP
Writing/ Reading	Kristine Howard	Elementary Ed. 1-6 ESOL Endorsement Reading K-12	20	3	11/12 A 10/11 B 84% AYP 09/10 A 79% AYP 08/09 A 95% AYP 07/08 A 92% 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.

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2013	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	On-going	
3. District Mentor Program	District Peers	On-going	
4. School-based teacher recognition system	Principal	On-going	
5. Regular meetings of new teachers with Principal	Principal	On-going	
6. Partnering new teachers with veteran staff	Assistant Principal	On-going	
7. Regular time for teacher collaboration	Principal	On-going	

Non-Highly Qualified Instructors

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers <ul style="list-style-type: none"> • 3 out of field 	Depending on the needs of the teacher, one or more of the following strategies are implemented. <p><u>Administrators</u></p> Meet with the teachers four times per 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) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
56	2 (1)	9 (5)	48 (27)	41 (23)	37 (21)	95 (53)	0	5 (3)	68 (39)

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
Kimberly Parke	Aaron Irvine	Mrs. Parke is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Kimberly Parke	Amanda Crump	Mrs. Parke is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly PLC meetings to share data and review curriculum/student needs, monthly peer meetings for PNE.
Kimberly Parke	Janis Phillips	Mrs. Parke is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving
Kimberly Parke	Leah Palmeiro	Mrs. Parke is a mentor with the EET initiative. She has strengths in the areas of leadership, mentoring and increasing student achievement.	Weekly PLC meetings to share data and review curriculum/student needs, monthly peer meetings for PNE.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p>Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.</p>
<p>Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>
<p>Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs NA</p>
<p>Nutrition Programs NA</p>
<p>Housing Programs N/A</p>

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Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training N/A
Other NA

Response to Instruction/Intervention (MTSS/RTI)

School-Based MTSS/RTI Team

Identify the school-based MTSS/RTI Leadership Team.

The MTSS/RTI Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading and Writing),
- ESE teacher
- Team Leaders
- SAC Chair
- ELL Representative

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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

The purpose of the PSLT 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 PSLT 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 PSLT will meet monthly 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
- 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 PSLT)
 - 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 PSLT)
 - 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 PSLT and PLCs.

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

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

MTSS/RTI Implementation

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:
Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
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	SALS, individual teachers, PSLT
Mid-year Exams	Subject Area Generated Excel Database	PLCs
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	PLCs

*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 students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * (<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	School Generated Database in Excel	PSLT/ Reading Coach

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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/RTI.

Staff received overview training over the course of several faculty meetings during the 2010-2012 school year. PSLT members who attended the district level MTSS/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 PSLT/MTSS/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 MTSS/RTI Facilitator to visit mid-year to review our progress in implementation of PSLT/MTSS/RTI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PSLT/MTSS/RTI as they become available. All teachers will complete the state perceptions of PSLT/MTSS/RTI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/MTSS/RTI implementation

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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

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

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

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

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

- 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

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

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Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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PART II: EXPECTED IMPROVEMENTS

Academic Goals

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2012 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2012 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2010 FCAT data and 2012 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

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<ul style="list-style-type: none"> ■ What percentage of students made learning gains? ■ What was the percent increase or decrease of students making learning gains? ■ What are the anticipated barriers to increasing the percentage of students making learning gains? ■ What strategies will be implemented to increase and maintain proficiency for these students? ■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
<ul style="list-style-type: none"> ■ What percentage of students in the lowest 25% made learning gains? ■ What was the percent increase or decrease in the lowest 25% of students making learning gains? ■ What are the anticipated barriers to increasing learning gains in the lowest 25%? ■ What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
<ul style="list-style-type: none"> ■ Which student subgroups did not meet AYP targets? ■ What are the anticipated barriers to increasing the number of subgroups making AYP? ■ What strategies will be used to ensure students make AYP?
<ul style="list-style-type: none"> ■ What clusters/strands, by grade level, showed a decrease in proficiency? ■ How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)? ■ How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
<ul style="list-style-type: none"> ■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered? ■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students? ■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none"> ■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (MTSS/RTI) Tier 1 instruction and differentiation? ■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RTI Tier 2 supplemental intervention? ■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RTI Tier 3 intensive intervention?

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	<p>Fidelity Check Who and how will the fidelity be monitored?</p> <p>Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p>1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).</p>	<p>1.1. -Lack of understanding of how to effectively implement Differentiated Instruction (DI). -Lack of effectively implementing PLC data to further student achievement.</p>	<p>1.1. Strategy Students reading comprehension will improve through teachers using DI. <u>Action Steps</u> 1. PLCs write smart goals and revisit at each FAIR assessment period. 2. PLC teachers incorporate DI strategies from PLC discussions and discuss effective strategies. 3. Teachers provide DI to targeted students (remediation and enrichment)</p>	<p>1.1. <u>Who</u> -Principal -AP -Reading Coach -Reading Leadership Team -ESOL Resource Teacher -ESE Resource Teacher -Classroom Teachers -Lang. Arts Resource -PLC Monitor -PLC Members <u>How</u> -PLC minutes turned into administration -Admin. provides feedback -Classroom walkthroughs/Evaluations observe DI -Data will be reviewed every AP window.</p>	<p>1.1. PLC FAIR assessment data will be represented and evaluated in “Cork Central Command” each AP window. PLC Members will meet with the Reading Coach and Lang. Arts Resource teacher to review FAIR assessment data for positive trends each AP window.</p>	<p>1.1. <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension <u>During Nine Weeks</u> -Common Assessments</p>		
<p><u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 66% to 69%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66%</p>	<p>69%</p>					

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		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	<p>Fidelity Check Who and how will the fidelity be monitored?</p> <p>Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p> <p><u>Reading Goal #2:</u></p>	<p>2.1. -PLC meetings do not focus on higher order question strategies. -Unbalanced teacher focus on MTSS/ RTI and bottom quartile students. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p>	<p>2.1. <u>Strategy:</u> Students' comprehension increases through participation in higher order thinking/ questioning techniques to promote critical thinking and problem-solving skills.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. During MTSS/RTI, enrichment groups will focus on higher order questioning using the FCAT Question stems. 2. As a professional activity, PLCs will discuss higher order thinking techniques. 3. Teachers implement lessons using Higher Order Thinking Questioning. 4. Teachers bring student work and/or assessments to PLCs. 5. Based on data, PLCs use Problem-solving process to determine 	<p>2.1. <u>Who</u></p> <ul style="list-style-type: none"> -Principal -Assistant Principal -Reading Coach -Language Arts Resource Teacher -All Teachers -Peer and Mentor evaluators <p><u>How</u></p> <ul style="list-style-type: none"> - PLC logs turned in to administration. Administration provides feedback. -EET Formal evaluations -EET Pop-ins (Admin and Peer/Mentor) -EET formal observations (Admin or Peer/Mentor) -EET informal observations (Admin or Peer/Mentor) 	<p>2.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> -Student reading conferences -Teacher/Administrator review of EET walk-through form <p><u>PLC/Department Level</u></p> <ul style="list-style-type: none"> -PLC s examine student work and data. -Data from review of unit assessments will be analyzed at PLC meetings. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC facilitator will share data with the Problem Solving Leadership Team (PSLT). -The PSLT/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. 	<p>2.1. <u>2-3x Per Year</u> (Reading) FAIR</p> <p><u>During Grading Period</u></p> <ul style="list-style-type: none"> -Common assessments -Projects 		
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		next steps of Higher Order Thinking Questioning techniques.					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 38% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38%	41%					
			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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool
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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p> <p><u>Reading Goal #3:</u></p>	<p>3.1. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. -Unbalance teacher focus on MTSS/RTI.</p>	<p>3.1. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve through participation in Differentiated Reading Groups.</p> <p><u>Action Steps</u> 1. During iii, enrichment groups will focus on higher order questioning. 2. As a professional activity, PLCs will discuss higher order thinking techniques. 3. Teachers implement lessons using Higher Order Thinking Questioning. 4. Teachers</p>	<p>3.1. <u>Who</u> -Principal -AP -Reading Coach -Reading Leadership Team -ESOL Resource Teacher -ESE Resource Teacher -Classroom Teachers -Lang. Arts Resource -PLC Members</p> <p><u>How</u> - PLC logs turned in to administration. Administration provides feedback. -EET Formal evaluations -EET Pop-ins (Admin and Peer/Mentor) -EET formal observations (Admin or Peer/Mentor) -EET informal observations (Admin or Peer/Mentor)</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p><u>PLC/Department Level</u> -PLC teams will meet with the Reading Coach and Lang. Arts Resource teacher to review FAIR assessment data for positive trends each AP window. -PLC teams will display common assessment data on data boards for planning.</p> <p><u>Leadership Team Level</u> Reading Leadership Team determines and maintains a school wide data system to track student progress.</p>	<p>3.1. <u>2-3x Per Year</u> -FAIR</p> <p><u>During Grading Period</u> -Common assessments -Running Records -Fluency Checks</p>		
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		bring student work and/or assessments to PLCs. 5. Based on data, PLCs use Problem-solving process to determine next steps of Higher Order Thinking Questioning techniques.					
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 67 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	66 points	69 points					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p> <p><u>Reading Goal #4:</u></p>	<p>4.1. -.Lack of understanding of how to effectively implement Differentiated Instruction (DI). -Lack of effectively implementing PLC data to further student achievement.</p>	<p>4.1. <u>Strategy:</u> Students reading comprehension will improve through teachers using DI. <u>Action Steps:</u> 1. PLC teachers incorporate DI strategies from PLC discussions and discuss effective strategies. 2. Teachers provide DI to targeted students (remediation and enrichment) 3. Teachers bring student work and/or assessments to PLCs.</p>	<p>4.1. <u>Who</u> -Principal -AP -Reading Coach -Reading Leadership Team -ESOL Resource Teacher -ESE Resource Teacher -Classroom Teachers -Lang. Arts Resource -PLC Monitor -PLC Members <u>How</u> -PLC minutes turned into administration -Admin. provides effective feedback -Classroom walkthroughs/Evaluations observe DI -Data will be reviewed every AP window. - Reading Coach and Language Arts Resource Teacher will collect and review running record and/or DRA2 data monthly.</p>	<p>4.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. <u>PLC/Department Level</u> - FAIR assessment data will be represented and evaluated in PLC meetings each AP window. - PLC Members will meet with the Reading Coach and Lang. Arts Resource teacher to review FAIR assessment data for positive trends each AP window. <u>Leadership Team Level</u> -PLC facilitator will share data with the Problem Solving Leadership Team (PSLT). -The PSLT/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>4.1. <u>2-3x Per Year</u> -FAIR -DRA2 <u>During Grading Period</u> <u>Common Assessments</u> -Running Records -Fluency Checks</p>		
<p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 57 points to 60 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>57 points</p>	<p>60 points</p>					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	2011-2012 34	2012-2013 30	2013-2014 26	2014-2015 22	2015-2016 19	2016-2017 17	

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making Satisfactory Progress in reading</p> <p><u>Reading Goal #5A:</u></p>	<p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	<p>5A.1. Teachers are at varying skill levels at implementing differentiated instruction. -Teachers are at varying levels of understanding of vocabulary standards and types of vocabulary items that complement content instruction. - Language -Lack of technological knowledge</p>	<p>5A.1. <u>Strategy</u> The purpose of this strategy is to strengthen core curriculum. Students' reading comprehension will improve through teachers using data to guide differentiated instruction.</p> <p><u>Action Steps</u> 1. Through data analysis of FCAT, FAIR, common assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. As a Professional Development, faculty and staff will participate in a book study using <i>Leading and Managing a Differentiated Classroom</i> 3. PLCs will use MTSS/ RTI/DI 4. PLCs will recognize vocabulary needs within each content area. 5. As a Professional Development activity PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks. 6. Teachers will use reciprocal teaching strategies.</p>	<p>5A.1. <u>Who</u> -Principal -AP -Reading Coach -Reading Leadership Team -ERT Resource Teacher -ESE Resource Teacher -Classroom Teachers</p> <p><u>How</u> -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs</p>	<p>5A.1. Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p><u>PLC/Department Level</u> -PLC review vocabulary data to drive instruction.</p> <p><u>Leadership Team Level</u> -Data Team will review assessment data at a minimum of once a month.</p>	<p>5A.1. <u>2-3x Per Year</u> -FAIR -DRA2</p> <p><u>During Grading Period</u> -Running Records -Fluency Checks -Common Vocabulary Assessment</p>	
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<p><u>Reading Goal #5A:</u> The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 74% to 77%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 53%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 74% Black: Hispanic: 50% Asian: American Indian:</p>	<p>White: 77% Black: Hispanic: 53% Asian: American Indian:</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	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p><u>Reading Goal #5B:</u></p>	<p>Reading Goal #5B: Economically Disadvantaged</p>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	<p>See Goal 1.1</p>

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In Grades 3-5, 61% of Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading, or the percentage of non-proficient students will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	57%	61%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading. <u>Reading Goal #5C:</u></p>	<p>Reading Goal #5C: English Language Learners (ELL)</p>	<p>5C.1. Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.</p>	<p>5C.1. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form.</p>	<p>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 Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/ course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>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</p>	
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The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 31% to 36%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31%	36%					

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		<p>5C.2. Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.</p>	<p>5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.2. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.2. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.2. <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests</p>	
		5C.5.	5C.5.	5C.5.	5C.5.	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	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	Student Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:</p>	<p>Reading Goal #5D: Students with Disabilities (SWD)</p>	<p>5D.1. See Goal 1.1</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	
<p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 41% to 44%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>41%</p>	<p>44%</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

<p>Professional Development (PD) aligned with Strategies through Professional</p>						
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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	Grades K-5	Team Leaders Reading Coach	All teachers working in PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Principal and AP Reading Coach
Book Study –Articles with a focus on best practices in reading: text complexity, understanding ELL readers, close reading, & CCSS.	Grades K-5	PSLT Reading Coach	All teachers school wide	-Faculty Meetings beginning Nov. 2012 through May 2013	PLST review of data	Principal and AP

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> ■ Based on 2012 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)? ■ Based on 2012 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)? ■ Based on a comparison of 2010 FCAT data and 2012 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)? ■ What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT? ■ For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)? ■ For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)? ■ For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

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<ul style="list-style-type: none"> ■ What percentage of students made learning gains? ■ What was the percent increase or decrease of students making learning gains? ■ What are the anticipated barriers to increasing the percentage of students making learning gains? ■ What strategies will be implemented to increase and maintain proficiency for these students? ■ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
<ul style="list-style-type: none"> ■ What percentage of students in the lowest 25% made learning gains? ■ What was the percent increase or decrease in the lowest 25% of students making learning gains? ■ What are the anticipated barriers to increasing learning gains in the lowest 25%? ■ What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
<ul style="list-style-type: none"> ■ Which student subgroups did not meet AYP targets? ■ What are the anticipated barriers to increasing the number of subgroups making AYP? ■ What strategies will be used to ensure students make AYP?
<ul style="list-style-type: none"> ■ What clusters/strands, by grade level, showed a decrease in proficiency? ■ How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)? ■ How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
<ul style="list-style-type: none"> ■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered? ■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students? ■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none"> ■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (MTSS/RTI) Tier 1 instruction and differentiation? ■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RTI Tier 2 supplemental intervention? ■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RTI Tier 3 intensive intervention?

MATH GOALS	Problem-Solving Process to Increase Student Achievement						
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<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data</p>	<p>Student Evaluation Tool</p>		
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<p>1. Students achieving proficiency (FCAT Level 3) in math <u>Math Goal #1:</u></p>	<p>1.1 -Lack of common planning to discuss math series implementation - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM) with the core curriculum, as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. - Teachers at varying levels of knowledge on how to implement Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1 Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' math skills 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. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. In addition, math teachers</p>	<p>1.1 <u>Who</u> -Principal -AP -Reading Coach -Math Expert Team <u>How</u> - PLC data walls displayed for administrative feedback. Administration provides feedback. -Classroom walk-throughs 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 -Monitoring data will be reviewed every nine weeks.</p>	<p>1.1 PLC unit assessment data will be recorded on data walls. 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/Math Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1.1 <u>2x per year</u> <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Chapter Tests -Mid- Chapter Tests</p>		
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		<p>visit math demonstration classrooms where DI is emphasized.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach</p>					
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		for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work on Data Walls 10. Teachers will implement FASST Math and monitor progress.					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 64% to 67%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64%	67%					
		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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool		
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<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in math</p> <p><u>Math Goal #2:</u></p>	<p>2.1 - Teachers are at varying skill levels with higher order questioning techniques. -Lack of common planning to discuss math series implementation</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Higher Level Questioning. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1) Student use of higher level questions vs. lower level questions and 2) teacher use of higher level questions vs. lower level questions. 3. As a professional development activity, PLCs will participate in A Differentiated</p>	<p>2.1 <u>Who</u> -Administration Team -Math Expert Team -Grade Level PLCs <u>How</u> -Principal walk-through form -Administration -HCPS Informal Observation Pop-In Form (EET tool) <i>(which has HOTS as a strategy listed on the form.)</i> -Unit Tests -Math Journal Samples</p>	<p>2.1 PLCs examine student work and data. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>2.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the nine weeks</u> -Chapter Tests -Mid- Chapter Tests</p>		
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		<p><u>Classroom</u> Book Study. 4. Teachers implement lessons using differentiation techniques. 5. Teachers assess students by having them identify and answer different levels of questions. 6. Teachers bring student work and/or assessments to PLCs. 7. As a professional development activity, PLCs use the data to discuss techniques that were successful. 8. Based on the data, PLCs use the problem-solving process to determine next steps of Higher Level Questioning techniques. 9. PLCs record their work on data walls.</p>					
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The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 31% to 34%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31%	34%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<p>Fidelity Check Who and how will the fidelity be monitored?</p> <p>Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool		

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<p>3. Percentage of students making Learning Gains in math</p> <p><u>Math Goal #3:</u></p>	<p>3.1 - Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. - Teachers at varying levels of knowledge on how to implement Differentiated Instruction (both with the low performing and high performing students). -Lack of availability of computers in each classroom.</p>	<p>3.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of <u>technology and hands-on activities</u> to implement the Next Generation Sunshine State Standards. <u>Action Steps</u> 1. PLCs write SMART goals based on last year’s data. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. 3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p>	<p>3.1 <u>Who</u> - Principal - Math Expert Team - Technology Specialists <u>How Monitored</u> -PLC data walls displayed for administrative feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers’ lesson plans. -HCPS Informal Observation Pop-In Form (EET tool).</p>	<p>3.1 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 will review assessment data for positive trends.</p>	<p>3.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments</p>		
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		<p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. As a Professional Development activity, teachers use data to discuss strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>9. PLCs record their work on data walls.</p>					
Points earned from students making learning gains on the 2013 FCAT Math will increase from 82 points to 85 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	82 points	85 points					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<p>Fidelity Check Who and how will the fidelity be monitored?</p> <p>Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool		

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<p>4. Percentage of students in Lowest 25% making learning gains in math <u>Math Goal #4:</u></p>	<p>4.1 - Teachers at varying skill levels with the FCIM model. - Teachers' implementation of the FCIM model is not consistent across math classes.</p>	<p>4.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested benchmarks <u>Action Steps</u> 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop a 10 day projected timeline/ calendar for re-teaching the essential skills and/or standards covered in the core curriculum.</p>	<p>4.1 <u>Who</u> Teacher Principal AP Math Expert Team <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. -Another fidelity tool will be the PLC calendars/ timeline/ logs of targeted skills reviewed by the administration.</p>	<p>4.1 -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period.</p>	<p>4.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Benchmark mini-assessments -Chapter Tests</p>		
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		<p>3. As a Professional Development activity in their PLCs, teachers identify and/ or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/ assessments.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p>					
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		7. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. <i>(or schools use unit or semester test, identifying the specific skills)</i> 8. PLCs record their work in walls.					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 77 points to 80 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	77 points	80 points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

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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 applicable subgroup(s):	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target % Below Satisfactory	2011-2012 36	2012-2013 32	2013-2014 29	2014-2015 26	2015-2016 22	2016-2017 18	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		5A.1 - Students not receiving academic support outside of math classroom instruction. - Lack pre-requisite skills -Lack of common planning to discuss new math series implementation	5A.1 Tier 2/3 - Students’ math skills will improve through providing differentiated instruction. <u>Action Steps</u> 1. Identify students in lowest quartile and/or Level 1 2. Use of online practice with FASST Math within these classes	5A.1 <u>Who</u> - AP - Guidance Counselors - Math Teachers <u>How Monitored</u> ELL	5A.1 District-level baseline and midyear assessments, and Instructional Planning Tool Data	5A.1 - FASST Math Reports - Formative Tests -Unit Tests	

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<u>Math Goal #5:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><u>Reading Goal #5A:</u></p> <p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 71% to 74%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 48% to 51%.</p>							
	White: 71% Black: Hispanic: 48% Asian: American Indian:	White: 74% Black: Hispanic: 51% Asian: American Indian:					

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		5A.2 -Teacher support for planning remediation and enrichment activities	5A.2 Tier 2/3 - Students' math skills will improve through the Differentiated instruction provided in the classroom. <u>Action Steps</u> 1. Weekly, teams will collaborate and regroup students based on student need. Teachers will determine the math skills targeted for the weekly sessions based on student performance during the previous week. 2. Students will attend either a re-teach or enrichment session. 3. Re-teach sessions will be assessed with a mini-assessment to demonstrate mastery. 4. PLCs record their work in logs.	5A.2 <u>Who</u> AP Principal Team Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Team re-grouping of students by teacher and topic/lesson turned into AP weekly. -Classroom walk-throughs observing this strategy.	5A.2 Teachers analyze mini assessment data on skills taught/reviewed. Mini-assessment data recorded in team data base (excel spread sheet). Excel spread sheet turned into Data Team monthly. Teachers review data at PLC meetings. 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.	5A.2 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments	
		5 A.3 See 4.1	5 A.3 See 4.1	5 A.3 See 4.1	5 A.3 See 4.1	5 A.3 See 4.1	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics. <u>Math Goal #5B:</u></p>	<p>Math Goal #5B: Economically Disadvantaged</p>	<p>5B.1 See Goal 1.1</p>	<p>5B.1</p>	<p>5B.1</p>	<p>5B.1</p>	<p>5B.1</p>	
<p>In grades 3-5, 41% of the Economically Disadvantaged All Curriculum Students will score a Level 3 or above on the 2013 FCAT Math, or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>38%</p>	<p>41%</p>					

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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? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p><u>Math Goal #5C:</u></p>	<p>Math Goal #5C: English Language Learners (ELL)</p>	<p>5C.1 -ELLs at varying levels of English language acquisition and acculturation is not consistent across math teachers. -Lack of common planning time. -Lack of experience with differentiation in math.</p>	<p>5C.1 <u>Action Steps</u> 1. PLC teachers instruct students using the core curriculum, incorporating ESOL strategies from their PLC discussions. 2. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 3. Teachers bring ELL assessment data back to the PLCs. 4. Based on the data, teachers discuss strategies that were effective for ELL students. 5. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 6. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 7. PLCs record their work on data walls. 8. ERT provides feedback, coaching, and support to ELL students.</p>	<p>5C.1 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p>	<p>5C.1 5C.1 -ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with PSLT to review performance data and progress of ELLs (inclusive of LFs). PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends.</p>	<p>5C.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Benchmark mini assessments -Chapter Tests</p>	

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The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 38 % to 41%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38%	41%					
		5C.2. See 5A.1	5C.2. See 5A.1	5C.2. See 5A.1	5C.2. See 5A.1	5C.2. See 5A.1	
		5C.3. See 4.1	5C.3. See 4.1	5C.3. See 4.1	5C.3. See 4.1	5C.3. See 4.1	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. <u>Math Goal #5D:</u>	Math Goal #5D: Students with Disabilities (SWD)	See Goal 1.1					

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The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Math will increase from 26 % to 29%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	26%	29%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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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
Problem Solving/Inquiry Method	2-3	Shelley Fritz	2-3 Math Teachers	October 2012	Administrative Walkthroughs, Math Expert Team Member coaching and modeling	Principal and AP

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<u>Introduction to Problem Solving</u> Math Problem Solving	K-2	Math Expert Team	K-2 Math Teachers	March 2013	Administrative Walkthroughs, Math Expert Team Member coaching and modeling	Expert Team Members Principal and AP

End of Mathematics Goals

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Science Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> ■ Based on 2012 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)? ■ Based on 2012 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)? ■ What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
<ul style="list-style-type: none"> ■ What benchmarks/strands, by grade level, showed non-proficiency? ■ How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))? ■ How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?
<ul style="list-style-type: none"> ■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered? ■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students? ■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none"> ■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (MTSS/RTI) Tier 1 instruction and differentiation? ■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RTI Tier 2 supplemental intervention? ■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RTI Tier 3 intensive intervention?

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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	<p>Fidelity Check Who and how will the fidelity be monitored?</p> <p>Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool		

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<p>1. Students achieving proficiency (FCAT Level 3) in science <u>Science Goal #1:</u></p>	<p>1.1 -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates provided by the district. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>1.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. <u>Action Steps</u> 1. Teachers will attend District Science training and share information with their PLCs. 2. As a Professional Development</p>	<p>1.1 <u>Who</u> Principal AP Science Teachers <u>How Monitored</u> -PLC data turned into administration. Administration provides feedback. -Classroom walk-throughs observing inquiry based instruction.</p>	<p>1.1 Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Data Team Member will share data with the Data Team to discuss positive trends.</p>	<p>1.1 <u>2x per year</u> District-level baseline and mid-year tests <u>During the nine weeks</u> - Mini Assessments -Unit assessments</p>		
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		<p>activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>3. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>7. Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based</p>					
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		instruction strategies. 8. PLCs record their work on data walls.					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 62% to 65%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62%	65%					

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		<p>1.2 -Teachers are at varying skill levels in the use of inquiry and the 5E model. - Administrators are at varying skill levels with understanding inquiry and the 5E model</p>	<p>1.2 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through participation in the 5E model. <u>Action Steps</u> 1. Teachers will attend District Science training and share 5E Model information with their PLCs. 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 3. PLC teachers instruct students using the 5 E Model. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss effectiveness of the 5E Lessons. 8 Based on data, PLCs use the problem-solving process to determine next steps of 5 E planning. 9. PLCs record their work in the data wall.</p>	<p><u>1.2</u> <u>Who</u> Principal AP Science Teachers <u>How Monitored</u> -PLC data turned into administration. Administration provides feedback. -Classroom walk-throughs observing inquiry based instruction.</p>	<p>1.2 Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Data Team Member will share data with the Data Team to discuss positive trends.</p>	<p><u>1.2</u> <u>2x per year</u> District-level baseline and mid-year tests <u>During the nine weeks</u> - Mini Assessments -Unit assessments</p>	
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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	<p>Fidelity Check Who and how will the fidelity be monitored?</p> <p>Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p>Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?</p>	Student Evaluation Tool		

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<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science <u>Science Goal #2:</u></p>	<p>2.1 - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of HOTS level questioning. -Lack of experience with new curriculum</p>	<p>2.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through participation in <u>HOT Questioning</u>. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps</u> 1. Science teachers attend on-going HOTS training provided by the District. 2. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. 3. Teachers implement the targeted</p>	<p>2.1 <u>Who</u> -Administration Team -Teachers <u>How</u> -PLC data turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy and/or specific strategy.</p>	<p>2.1 PLCs examine student work and data from assessments with HOT questions. Data from review of unit assessments is analyzed at PLC meetings. PLC facilitator will share data with the Data Team.</p>	<p>2.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the nine weeks</u> -Student work -Chapter tests</p>		
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		<p>higher order questioning strategies in their lessons. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the PLCs. 6. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes. 7. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation. 8. PLCs record their work on data walls.</p>					
<p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 21% to 24%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	21%	24%					
		2.2	2.2	2.2	2.2	2.2	
		2.3	2.3	2.3	2.3	2.3	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Higher Order Thinking Questioning Skills	K-5	Science Department DRT	K-5 Science Teachers	August 2012	Administrative Walkthroughs	Principal and AP
	Inquiry and the 5E Instructional Model	K-5	Science Expert Team Leaders Science Contact	K-5 Science Teachers	On-going in science PLC's	Targeted Administrative Walkthroughs to monitor 5 E Instructional Model lessons.	Principal and AP

End of Science Goals

Writing Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process	
<ul style="list-style-type: none">■ Based on 2012 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)?■ What are the anticipated barriers to students achieving AYP on the 2012 FCAT?■ Which student subgroups did not achieve AYP targets on the 2012 FCAT?■ What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2012 FCAT?■ What strategies will be used to ensure students achieve AYP on the 2012 Writing FCAT?	
<ul style="list-style-type: none">■ What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in writing scores?■ How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?■ How will focus lessons be developed and revised to increase and maintain writing scores?	
<ul style="list-style-type: none">■ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?■ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?■ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?	
<ul style="list-style-type: none">■ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (MTSS/RTI) Tier 1 instruction and differentiation?■ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of MTSS/RTI Tier 2 supplemental intervention?■ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of MTSS/RTI Tier 3 intensive intervention?	

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<p>WRITING GOALS</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do with the data?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?</p>	<p>Student Evaluation Tool</p>		

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing. <u>Writing Goal #1:</u></p>	<p>1.1 Teachers and students lack ongoing monitoring of progress in writing (skills) 2. Teachers lack knowledge of how to add rigor to writing lessons for above average writers.</p>	<p>1.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum. School will implement embedded writing assessments in the core curriculum and monthly/ongoing formative writing assessments to monitor student progress/improvement. <u>Action Steps</u> 1. Based on baseline data, PLCs write SMART goals for each nine weeks. 2. As a Professional Development activity PLCs participate in discussions that share PLC data, trends, and best-practice instructional strategies. 3. Teachers and students will maintain writing portfolios to</p>	<p>1.1 <u>Who</u> Principal AP Classroom Teachers Writing Resource Teacher <u>How Monitored</u> - Classroom walk-through observing evidence of student portfolios, monthly assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool).</p>	<p>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. PLC facilitator will share data with the Writing Resource Teacher. The Writing Resource Teacher will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>Monthly Cork Writes <u>During Nine Weeks</u> Monthly Cork Writes and students’ daily writing as evidenced in their writing notebooks</p>		
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		<p>demonstrate student engagement in all stages of the writing process.</p> <p>4. Students will complete scaffolded activities prior to required Assessments and teachers will share reflections of student growth or need in order to inform instruction.</p> <p>5. Teachers and students will engage in metacognitive reflection of assessments to celebrate attainment of writing skills and goals and to identify continuing needs and adjust instruction.</p> <p>6. Writing Resource teacher will co-teach and model elaboration lessons with all fourth grade classes at least twice a week.</p> <p>7. Teachers will conduct STAR interviews with each student monthly to help students add elaboration to their writing.</p> <p>8. As a Professional Development</p>					
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		activity, PLCs meet and discuss data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students. PLC's record work in PLC logs. 9. PLCs review nine week data, set a new goal for the following nine weeks.					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 83% to 86%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	83%	86%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Writing Calibration</p>	<p>3-5</p>	<p>Temetia Creed</p>	<p>3-5 grade teachers, AP, Principal, Resource teachers</p>	<p>On-going</p>	<p>Periodic checks of alignment to scoring rubric</p>	<p>Principal and AP Writing Resource Teacher</p>

End of Writing Goals

Engagement Goals

Attendance Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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

<p>ATTENDANCE GOAL(S)</p>	<p>Problem-solving Process to Increase Attendance</p>						
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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?	Evaluation Tool		
<p>1. Attendance Attendance Goal #1:</p>	<p>1.1. -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</p>	<p>1.1. 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</p>	<p>1.1. DP will run Attendance/Tardy meetings every 20 days with appropriate reports Social Worker Guidance Counselors</p>	<p>1.1. Administration Team and subset of PSLT will examine data monthly</p>	<p>1.1. Attendance Report Tardy Report Attendance Plan</p>		
<p>The attendance rate will increase from 96.25% in 2011-2012 to 97% in 2012-2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96.25%</p>	<p>97%</p>					

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	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	53	40					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	78	50					
		1.2. See 1.1	1.2. When a student reaches 10 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent- administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/ her attendance/tardies.	1.2. See 1.1	1.2. See 1.1	1.2. See 1.1	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development						
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<p>(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
	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
Attendance Plan	Administrators	Guidance Counselor	At Administrator staff meeting	August/September	Review plan and student data every 20 days	Guidance Counselor and School Social Worker

Attendance Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Suspension Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension						
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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?	Evaluation Tool		
<p>1. Suspension Suspension Goal #1:</p>	<p>1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.</p>	<p>1.1 PSLT "behavior" subgroup</p>	<p>1.1 PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.</p>	<p>1.1 Crystal Report ODR and suspension data cross-referenced with mainframe discipline data</p>		
<p>-The total number of Out of School Suspensions will decrease from 6 in 2011-2012 to 3 in 2012- 2013.</p> <p>-The total number of students receiving Out of School Suspension will decrease from 5 in 2011-2012 to 3 in 2012-2013</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	1	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					

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	1	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	6	3					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	5	3					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
	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 wide Discipline Plan and Bullying	ALL	APEI and Guidance Counselor	All Staff Members	Preplanning and ongoing	Review plan and student data	Principal and AP

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End of Suspension Goals

Dropout Prevention Goal(s) - N/A

Note: Required for High School- F.S., Sec. 1003.33

Parent Involvement Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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

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PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement						
	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?	Evaluation Tool		
1. Parent Involvement - Communication <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
	<u>2012 Current level of Parent Perception*</u>	<u>2013 Expected level of Parent Perception*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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?	Evaluation Tool		

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2. Parent Involvement - Student Learning <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
	<u>2012 Current level of Parent Perception:*</u>	<u>2013 Expected level of Parent Perception:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Parent Involvement Goal(s)

Additional Goal(s)

Health and Fitness

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

Health and Fitness	Problem-Solving Process to Increase Student						
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Goal	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?	Evaluation Tool		
<p>1. Health and Fitness Goal <u>Health and Fitness Goal #1:</u></p>	<p>1.1. Students attending school without proper footwear.</p>	<p>1.1 Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.</p>	<p>1. Principal</p>	<p>1.1 Classroom walk-throughs Class schedules</p>	<p>1.1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.</p>		
<p>During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 84% on the Pretest to 87% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>84%</p>	<p>87%</p>					
		<p>1.2.</p>	<p>1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.</p>	<p>1.2. H.E.A.R.T. team.</p>	<p>1.2. H.E.A.R.T. team notes/agendas</p>	<p>1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

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		1.3.	1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	1.3. Physical Education Teacher	1.3. Lesson plans of Physical Education Teacher	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
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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
Professional Study Day-Physical Education	K-5	District PE Facilitators/ Specialist/ Peer Evaluators	District wide physical educators/ specialist	August 15, 2012	EET classrooms walk-throughs	Peer Evaluators / Mentor / Administrators

Continuous Improvement

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

Continuous Improvement Goal	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?	Evaluation Tool		
1. Continuous Improvement Goal <u>Continuous Improvement Goal #1:</u>	1.1 Teachers do not feel comfortable sharing strengths and weaknesses.	1.1 Incorporate Kagan strategies into monthly faculty meetings.	1.1 <u>Who</u> Administration <u>How</u> - Administration will meet with each grade level during PLCs	1.1 PLST will examine the feedback from monthly faculty meetings.	1.1 Observation and interaction of staff at faculty meetings.		
The percentage of <u>teachers</u> who strongly agree with the indicator that “The school has a culture of collegiality and trust” will improve from 51% to 70%.	<u>2012 Current Level .*</u>	<u>2013 Expected Level .*</u>					
	51%	70%					
		1.2 Not enough time to observe other teachers and plan together.	1.2 Teachers will meet biweekly for common planning time.	<u>1.2</u> <u>Who</u> Administration <u>How</u> Administration attends all common planning time meetings.	1.2 Administration will examine the feedback from all PLCs minutes.	1.2 Improvement on the School Climate Inventory Perception Survey	

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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
Cooperative Learning (Kagan Structures)	K-5	Principal	All Teachers	On-going throughout the year during 2 nd faculty meeting of each month.	Formal/Informal Observations	Principal

Continuous Improvement Goal Budget

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
	Subtotal:
Technology	

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Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Additional Goal(s)

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	

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<p>C. Students scoring proficient/satisfactory performance in Listening/Speaking.</p>	<p>1.1.</p>	<p>1.1. See Reading ELL Goal 5C.1 and 5C.2</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 46% to 49%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>46%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>D. Students scoring proficient/satisfactory performance in Reading.</p>	<p>2.1.</p>	<p>2.1. See Reading ELL Goal 5C.1 and 5C.2</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 34% to 37%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>34%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>E. Students scoring proficient/satisfactory performance in Writing.</p>	<p>2.1.</p>	<p>2.1. See Reading ELL Goal 5C.1 and 5C.2</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 26% to 29%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing:</u></p>					
	<p>26%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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

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

<p>STEM Goal(s)</p>	<p>Problem-Solving Process to Increase Student Achievement</p>				
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>STEM Goal #1:</u> Increase the number of and participation in STEM Competitions and events, including STEM Fair, Math Bowl and Science Olympics.	1.1 Teachers feel stressed to incorporate these competitions into the Instructional Calendar.	1.1 -Increase effectiveness of integrating lessons and competition activities into the instructional calendar	1.1 PLC or Grade Level Expert team	1.1 Administrative documentation	1.1 Logging number of STEM Fair projects in math and science and number of teams sent to Science Olympics and Math Bowl. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC focus on STEM Integration	3-5	Math and Science PLC Leaders	Math and Science Teachers	September - November	PLC Logs	Administration

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>Increase students' interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 1 in 2011- 2012 to 2 in 2012-2013.</p>	Time	<p>1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.</p>	<p>1.1. Guidance Counselor</p>	<p>1.1. Guidance Counselor will check the Safe Net system for number of guest speakers</p>	<p>1.1. Log of number of CTE speakers</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
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