

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Edison Elementary	District Name: Hillsborough School District
Principal: Mrs. Beverly Smith	Superintendent: MaryEllen Elia
SAC Chair: Ms. Kimberly Levins, Co Chair: Ms. Yogini Davé	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Ms. Beverly Smith	MA – Ed. Leadership BA - Elem. Ed. 1-6	10 months	10 months	<p>2011-2012 Edison: D AYP: N/A Proficiency: Reading-24%, Math-38%, Science-11%, Writing-74% Learning Gains: Reading-52%, Math-55% Lowest 25%: Reading-69%, Math-59%</p> <p>2010-2011 Bing: A AYP: 85% Proficiency: Reading-55%, Math-66%, Science-38%, Writing-85% Learning Gains: Reading-57%, Math-68% Lowest 25%: Reading-58%, Math-82%</p>
Assistant Principal	Mr. Marc Gaillard	MA – Ed. Leadership BA - Elem. Ed. 1-6	5	5	<p>2011-2012 Edison: D AYP: N/A Proficiency: Reading-24%, Math-38%, Science-11%, Writing-74% Learning Gains: Reading-52%, Math-55% Lowest 25%: Reading-69%, Math-59%</p> <p>2010-2011 Edison: C AYP: 90% Proficiency: Reading: 52%, Math: 72%, Science-25%, Writing: 96% Learning Gains: Reading-50%, Math-76% Lowest 25%: Reading-43%, Math-80%</p> <p>2009-2010 Edison: C AYP: 85% Proficiency: Reading-55%, Math-62%, Science-29%, Writing-86% Learning Gains: Reading-63%, Math-62% Lowest 25%: Reading-69%, Math-64%</p> <p>2008-2009 Edison: C AYP: 79% Proficiency: Reading-44%, Math-57%, Science-24%, Writing-95% Learning Gains: Reading-48%, Math-66% Lowest 25%: Reading-56%, Math-61%</p>

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Trenisha Williams	Elem. Ed. K-6	7	1	2011-2012 Edison: D Proficiency: 38%, Learning Gains: 55%, Lowest 25%: 59%
Reading	Brenda Yanes	Elem. Ed. 1-6 ESOL	20	10	2011-2012 Edison: D Proficiency: 24%, Learning Gains: 52%, Lowest 25%: 69% 2010-2011 Edison: C Proficiency: 52%, Learning Gains: 50%, Lowest 25%: 43% 2009-2010 Edison: C Proficiency: 55%, Learning Gains: 63%, Lowest 25%: 69%
Reading	Ayana Gibson	Elem. Ed. 1-6 ESOL	1	1	2011-2012 Edison: D Proficiency: 24%, Learning Gains: 52%, Lowest 25%: 69%

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Day	General Directors	June
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing
3. District Mentor Program	District Mentors	ongoing
4. District Peer Program	District Peers	ongoing
5. School Orientation	Principal	August
6. Monthly Meetings	Assistant Principal	monthly
7. School Mentors	Principal	ongoing
8. Leadership Opportunities	Principal	ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
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<p>9 Teachers</p>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u> Meet with the teachers four times per year to discuss progress on:</p> <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.
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Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
52	8 15%	16 31%	18 35%	10 19%	18 35%	52 100%	2 .04%	1 .02%	28 54%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dr. Rewa Chisolm	Brianna Arnold Antonio Cordovi Lekeisha Pittman Suzette Martin	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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 I, 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 NA</p>

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Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education NA
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 Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other: NA

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. <u>Elementary</u> The leadership team includes: <ul style="list-style-type: none">● Principal● Assistant Principal● Guidance Counselor● School Psychologist● Social Worker● Academic Coaches (Reading, Math, Writing, etc.)● ESE teacher● Representatives from the PLCs for each grade level, K-5● ELP Coordinator● ELL Representative

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (bi-weekly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month. Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.

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

Elementary/Middle/High

- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
 - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?

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MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability <i>District Benchmark Assessments</i>	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science <i>District Benchmark Assessments</i>	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Easy CBM – progress monitoring & benchmark monitoring	Progress monitoring/reporting	Individual Teacher, Reading Coach, Psychologist
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Describe the plan to train staff on MTSS.

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

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

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Describe the plan to support MTSS.

Response to Intervention (RTI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist

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

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

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

The 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.

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Teachers vary in knowledge in how to teach vocabulary in an ongoing robust way. Teachers vary in knowledge regarding techniques and strategies for teaching vocabulary other than look it up in the dictionary. Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson.</p>	<p>1A.1. Students' vocabulary knowledge and use will increase through the use of the 5 – day Vocabulary Instructional Routine which includes; - Time specified daily for work on vocabulary that is embedded in text. - Activities that included all learning modalities. - A routine that would be familiar to students. - Use informational text to build background knowledge in Tier-3 vocabulary in the content areas. Action Steps: - Schedule training and plan for resources. - Grade level PLCs meet to decide on vocabulary list for the week and progress monitoring/ evaluation tools.</p>	<p>1A.1. WHO: Principal, Assistant Principal, Reading Coach and Resource Teachers, Classroom Teachers, PLC Facilitators. How: Classroom walkthroughs observing the 5 – Day Vocabulary Instructional Routine and participation in PLCs. Resource Teachers assist with planning and delivery.</p>	<p>1A.1. - PLCs will review evaluation data at weekly PLC meetings. - PLC facilitator will share data with the Problem-Solving Leadership Team. - The Problem-Solving Leadership Reading/Leadership Team will review assessment data for positive trends.</p>	<p>1A.1. 3 x per year - FAIR on-going progress monitoring tool (Scaffolded Discussion Templates) During Grading Period: - Students' written response reflecting use of vocabulary taught. - Students' writing samples reflecting use of vocabulary taught.</p>		
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		- On-going PLCs will reconvene to discuss progress of students' achievement and implementation.					
<u>Reading Goal #1A:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 24% to 29%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24%	29%					

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		<p>1A.2. Teachers' knowledge base of this strategy needs professional development.</p>	<p>1A.2. Common Core Reading Strategy Across all Content Areas: Questions of all types and levels are necessary to scaffold students understanding of complex text. Teachers need to understand and use higher order, text depended questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text – dependent questions. Scaffolding of the students' grappling with complex text through well-crafted text-dependent questions assist students in discovering and achieving deeper understanding of the author's meaning.</p> <p>Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1A.2. WHO: Principal, Assistant Principal, Reading Coach and Resource Teachers, Classroom Teachers, PLC Facilitators.</p> <p>How: PLCs turn in their logs into administration and/or coach after a unit of instruction is complete.</p> <p>Reading coach/resource personnel walkthroughs observations and participation in PLCs. Resource Teachers assist with planning and delivery.</p> <p>Administrative walkthroughs looking for implementations of strategies with fidelity and consistency.</p>	<p>1A.2. Teachers and PLCs reflect on lesson outcomes and use this knowledge to drive future instruction. SMART Goal data is used to drive teacher support and student supplemental instruction.</p>	<p>1A.2. - FAIR 3 x per yer</p> <p>- Common Assessments (pre, post, end of the unit, intervention checks).</p>	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Reading Goal #1B:</u></p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. See Goals 1, 3 & 4	2A.1.	2A.1.	2A.1.	2A.1.		

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<u>Reading Goal #2A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 10% to 15%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10%	15%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. N/A	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3A.1. <u>Strategy/ Task</u> Student achievement improves when teachers use on-going student data to <u>differentiate instruction.</u> <u>Actions/ Details</u> <i>Within</i> <u>PLCs Before Instruction and During Instruction of New Content</u> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <u>In the classroom</u> -During the lessons, students</p>	<p>3A.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3A.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3A.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>are involved in flexible grouping techniques.</p> <p><u>PLCs After Instruction</u></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Teachers use student data to identify successful DI techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <p>-Additional action steps for this strategy are outlined on</p>					
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		grade level/ content area PLCs.					
Reading Goal #3A: The percentage of students making learning gains on the 2013 FCAT Reading will increase from 52% to 57%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	52%	57%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. -Scheduling time for the principal/AP to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4A.1. <u>Strategy</u> <u>Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects'</p>	<p>4A.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4A.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, debriefing, professional development, and walk throughs). -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>4A.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>PLCs to:</p> <ul style="list-style-type: none"> --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. --Using walk- 					
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	<p>through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both</p>					
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	<p>individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/AP to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p> <p>--Develop a detailed plan of action for the next two weeks.</p>					
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Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in lowest 25% making learning gains on the 2013 FCAT Reading will increase from 69% to 74%.							
	69%	74%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>5A. In six years school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>	<p>% Satisfactory 25%</p> <p>% Not Satisfactory 75%</p>	<p>% Satisfactory 32%</p> <p>% Not Satisfactory 68%</p>	<p>% Satisfactory 39%</p> <p>% Not Satisfactory 61%</p>	<p>% Satisfactory 46%</p> <p>% Not Satisfactory 54%</p>	<p>% Satisfactory 53%</p> <p>% Not Satisfactory 47%</p>	<p>% Satisfactory 60%</p> <p>% Not Satisfactory 40%</p>
<p><u>Reading Goal #5A:</u></p> <p>The percentage of all students scoring satisfactory on the 2013 FCAT/FAA will increase from 25% to 33%.</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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> <p style="text-align: center;">See Goals 1, 3 & 4</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Reading Goal #5B:</u></p> <p>The percentage of Black students scoring satisfactory on the 2013 FCAT/FAA will increase from 19% to 27%.</p> <p>The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA will increase from 43% to 49%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: NA Black: 19% Hispanic: 43% Asian: NA American Indian: NA</p>	<p>White: NA Black: 27% Hispanic: 49% Asian: NA American Indian: NA</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels</p>	<p>5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary</p>	<p>5C.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms.</p>	<p>5C.1. 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.1. <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests</p>		
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		y (lesson and assessments)					
<u>Reading Goal #5C:</u> The percentage of ELL students scoring satisfactory on the 2013 FCAT/FAA will increase from 30% to 37%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30%	37%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD</p>	<p>5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC</p>	<p>5D.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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		strategies and modifications into lessons.					
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD students scoring satisfactory on the 2013 FCAT/FAA will increase from 20% to 28%.							
	20%	28%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. See Goals 1, 3 & 4	5E.1.	5E.1.	5E.1.	5E.1.		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA will increase from 25% to 33%.							
	25%	33%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
	PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Text Complexity	Reading k-5	Reading Coaches	School-wide	September	Lesson plans, classroom walk-throughs	Administration Reading Coaches

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Designing Close reading lesson	Reading	Reading Coaches	Grade level	On going	Lesson plans, classroom walk-throughs	Administration Reading Coaches

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Total: \$0			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>1. Students scoring proficient in listening/speaking.</p>	<p>1.1. -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels</p>	<p>1.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 5. Extended time (lesson and assessments) 6. Small group testing 7. Para support (lesson and assessments) 8. Use of heritage language dictionary (lesson and assessments)</p>	<p>1.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms.</p>	<p>1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>1.1. <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests</p>	

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<p>CELLA Goal #1: The percentage of students scoring proficient in listening/speaking on the 2013 CELLA will increase from 42% to 47%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>42%</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>2. Students scoring proficient in reading.</p>	<p>2.1. See Goal 1</p>	2.1.	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #2:</u> The percentage of students scoring proficient in reading on the 2013 CELLA will increase from 28% to 33%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>28%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>3. Students scoring proficient in writing.</p>	<p>2.1. See Goal 1</p>	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #3:</u> The percentage of students scoring proficient in writing on the 2013 CELLA will increase from 28% to 33%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	28%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Total: \$0			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>1A.1. Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. <u>Actions/Details</u> <i>Within PLCs</i> -Teachers work to improve upon both individually and collectively, the ability to effectively use</p>	<p>1A.1. Principal Math Coach/Resource Teacher Classroom Teacher How Monitored: -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1A.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1A.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>		
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	<p>higher order questions/ activities. -Teachers plan higher order questions/ activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking. -Use student data to identify successful higher order</p>					
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	<p>questioning techniques for future implementation.</p> <p><i>In the classroom</i> <u>During the lessons.</u> <u>teachers:</u> -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow</p>					
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	<p>students to “unpack their thinking” by describing how they arrive at an answer.</p> <ul style="list-style-type: none"> -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. <p><u>During the lessons.</u></p> <p><u>students:</u></p> <ul style="list-style-type: none"> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time 					
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	<p>to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both</p>					
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		individually and whole faculty).					
<u>Mathematics Goal #1A:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 38% to 43%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38%	43%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. See Goals 1, 3, & 4	2A.1.	2A.1.	2A.1.	2A.1.		
<u>Mathematics Goal #2A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 10% to 15%.	<u>2012 Current Level of Performance:*</u> 10%	<u>2013 Expected Level of Performance:*</u> 15%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. N/A</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>		
<p><u>Mathematics Goal #2B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3A.1. <u>Strategy/ Task</u> Students' math achievement improves when teachers use on-going student data to differentiate instruction. <u>Actions/ Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <i>In the classroom</i> -During the lessons,</p>	<p>3A.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -Administrative walk-throughs (either in classrooms, PLCs or planning sessions)</p>	<p>3A.1. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/Subject Area Coach/Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3A.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit, etc.)</p>		
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	<p>students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <ul style="list-style-type: none"> -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/ content area 					
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	PLCs.						
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making learning gains on the 2013 FCAT Math will increase from 55% to 60%.							
	55%	60%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. -Scheduling time for the principal/AP to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4A.1. <u>Strategy</u> <u>Across all Content Areas</u> <u>Strategy/Task</u> Students' math achievement improves through teachers' <u>collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning</p>	<p>4A.1. <u>Who</u> Administration <u>How</u> -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions) -Administrators will review the communication logs and data collection used between teachers and math coach outlining skills that need remediation.</p>	<p>4A.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks. Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4A.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, etc.)</p>		
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	<p>that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order , text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments,</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the academic coach and administration identify</p>					
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	<p>teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and</i></p>					
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	<p><i>Coach</i> -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.</p> <p><u>Strategy</u> Students' math achievement improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u> -Classroom</p>					
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	<p>teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <ul style="list-style-type: none"> -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program. 					
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Mathematics Goal #4: The percentage of students in lowest 25% making learning gains on the 2013 FCAT Math will increase from 59% to 64%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59%	64%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	% Satisfactory 39% % Not Satisfactory 61%	% Satisfactory 45% % Not Satisfactory 55%	% Satisfactory 51% % Not Satisfactory 49%	% Satisfactory 57% % Not Satisfactory 43%	% Satisfactory 63% % Not Satisfactory 37%	% Satisfactory 69% % Not Satisfactory 31%

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<p><u>Mathematics Goal #5A:</u> The percentage of all students scoring satisfactory on the 2013 FCAT/FAA will increase from 39% to 45%.</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 subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: See Goals 1, 3, & 4</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	

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<p><u>Mathematics Goal</u> <u>#5B:</u></p> <p>The percentage of Black students scoring satisfactory on the 2013 FCAT/FAA will increase from 36% to 42%.</p> <p>The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA will increase from 54% to 59%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>White: NA Black: 36% Hispanic: 54% Asian: NA American Indian: NA</p>	<p>White: NA Black: 42% Hispanic: 59% Asian: NA American Indian: NA</p>				
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</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 subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels</p>	<p>5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 9. Extended time (lesson and assessments) 10. Small group testing 11. Para support (lesson and assessments) 12. Use of heritage language dictionary</p>	<p>5C.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms.</p>	<p>5C.1. 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.1. <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests</p>		
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		y (lesson and assessments)					
<u>Mathematics Goal #5C:</u> The percentage of ELL students scoring satisfactory on the 2013 FCAT/FAA will increase from 20% to 28%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20%	28%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD</p>	<p>5D.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>		
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		strategies and modifications into lessons.					
<u>Mathematics Goal #5D:</u> The percentage of SWD students scoring satisfactory on the 2013 FCAT/FAA will increase from 24% to 32%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24%	32%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. - Students not receiving academic support outside of math classroom instruction. - Lack pre-requisite skills</p>	<p>5E.1. Tier 2/3 - Students' math skills will improve through data chats and Differentiation. <u>Action Steps</u> 1. PLCs meet to discuss and implement DI strategies, accountable talk, HOT questions, use of manipulatives to build understanding, incorporate problem solving strategies into math instruction. 2. HOT questioning 3. Plan supplemental and intensive intervention for students not responding to core curriculum.</p>	<p>5E.1. <u>Who</u> - Principal - AP - Math Teachers - Math Coach <u>How Monitored</u> - Data Reports</p>	<p>5E.1. District-level baseline and midyear assessments, District assessments and Instructional Planning Tool Data</p>	<p>5E.1. - Formative Tests - Unit Tests - On-line resources reports</p>		
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<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA will increase from 38% to 44%.							
	38%	44%					
		<p>5E.2. -Teacher support for planning remediation and enrichment activities</p> <p>-Teacher support for the strategy</p>	<p>5E.2. <u>Strategy</u> Tier 2/3 - Students' math skills will improve through analyzing data to plan for instruction.</p> <p><u>Action Steps</u> 1. PLCs meet to discuss and implement DI strategies, accountable talk, HOT questions, use of manipulatives to build understanding, incorporate problem solving strategies into math instruction.</p> <p>2. HOT questioning</p> <p>3. Plan supplemental and intensive intervention for core curriculum.</p>	<p>5E.2. <u>Who</u> Math Coach AP Principal Team Leaders</p> <p><u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy.</p>	<p>5E.2. Teachers analyze assessment data on skills taught/ reviewed in supplemental instructional period. Assessment data recorded every 9 weeks.</p> <p>Teachers review data at PLC meetings. PLC facilitator will share data. The Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>5E.2. <u>2x per year</u> District Baseline and District Assessments</p> <p><u>During the Nine Weeks</u> - Chapter Tests - Mid-Chapter check point - District Assessments</p>	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

**August 2012
Rule 6A-1.099811
Revised April 29, 2011**

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
	PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Hot Talk Cool Moves	School Wide	Math Academic Coach	School wide	October	Lesson plans, walk throughs	Administration Math Resource teacher

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			

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 Rule 6A-1.099811
 Revised April 29, 2011

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Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Hot Talk Cool Moves	Staff Development	Title I	\$800.00
Subtotal: \$800.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Total: \$800.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.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 available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data</p>	<p>1A.1. <u>Strategy</u> Students science skills will increase through participation in regular <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. <u>Action Steps</u> -Teachers will attend District Science training and share information with their PLCs. -PLCs write SMART goals for units of instruction.</p>	<p>1A.1. <u>Who</u> Teacher Principal AP Science Resource <u>How Monitored</u> -Administrators monitor via walk-throughs and resource teacher assists with planning during PLCs and modeling instruction. -School-based training delivered by resource teacher.</p>	<p>1A.1. Science Resource PLC Meetings- Data Chats <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1A.1. <u>3x per year</u> FAIR <u>2x per year</u> District-level baseline and mid-year tests <u>During the Grading Period</u> - Mini Assessments, Unit assessments, etc.</p>		
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	<p>and/or the implementation of the inquiry model.</p> <p>-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>-PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>-Teachers use checks for understanding and common core curriculum assessments</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss inquiry based instruction strategies that were effective in order to drive future</p>					
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		Instruction.					
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 11% to 16%.							
	11%	16%					
		<p>IA.2.</p> <p>-Teachers are at varying skill levels of long-term investigations.</p> <p>-Not all teachers integrate long term investigations into science instruction to provide students with opportunities to collect data over time.</p>	<p>IA.2.</p> <p>Strategy Students' science skills will improve through increased participation in long-term investigations.</p> <p>Action Steps Teachers will utilize the Science Data Base to identify appropriate long term investigations throughout the year.</p>	<p>IA.2.</p> <p>Who Teacher Principal AP Science Resource</p> <p>How Monitored -Administrators monitor via walk-throughs and resource teacher assists with planning during PLCs and modeling instruction. -School-based training delivered by resource teacher.</p>	<p>IA.2.</p> <p>Science investigations will be evaluated using student's long term investigation journal/notebook.</p>	<p>IA.2.</p> <p>-Science investigations -Journals/notebooks</p>	
		IA.3.	IA.3.	IA.3.	IA.3.	IA.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: <p style="text-align: center;">N/A</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. See Goal 1	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 0% to 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	5%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Science Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Science 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Five E Instructional Model	K-5	Science Resource teacher	PLCs	On going	Lesson Plans, walkthroughs	Administration Science Resource Teacher

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0

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Subtotal: \$0			
Total: \$0			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>1A.1. <u>Strategy</u> Students' use of mode-specific writing will improve through use of Writers' Workshop/ daily instruction with a focus on mode-specific writing. <u>Action Steps</u> -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) <u>Plan:</u> -Professional Development for updated rubric courses</p>	<p>1A.1. <u>Who</u> Teacher Principal AP Resource teacher PLCs <u>How Monitored</u> -PLC logs -Administrators monitor via walk-throughs and resource teacher assists with planning during PLCs and modeling instruction. -School-based training delivered by resource teacher.</p>	<p>1A.1. See "Check" & "Act" action steps in the strategies column</p>	<p>1A.1. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios</p>		
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	<p>-Professional Development for instructional delivery of mode-specific writing</p> <p>-Training to facilitate data-driven PLCs</p> <p>-Using data to identify trends and drive instruction</p> <p>-Lesson planning based on the needs of students</p> <p><u>Do:</u></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p> <p><u>Check:</u></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis</p>					
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	<p>of student writing to determine trends and needs</p> <p><u><i>Act:</i></u></p> <ul style="list-style-type: none"> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/ research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s) 					
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<p><u>Writing Goal #1A:</u> The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 74% to 79%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>74%</p>	<p>79%</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. N/A</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p><u>Writing Goal #1B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Moodle: Conferencing	4 th	Writing Resource Teacher	4 th grade	October	Lesson plans, walk throughs	Administration Writing Resource Teacher
K/1 Everyone Writes	K-1	District	K-1	October	Lesson plans, walk throughs	Administration Writing Resource Teacher

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			

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Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A	N/A	N/A	\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$0
Subtotal: \$0			
Total: \$0			

End of Writing Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.</p>	<p>1.1. Tier 1 The school will establish an attendance committee comprised of Administrator, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance</p>	<p>1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1. Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect</p>		
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		intervention form (SB 90710) The attendance committee meets every two weeks.					
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. The attendance rate will increase from 94% in 2011-2012 to 96% in 2012-2013.							
2. The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease by 10%.							
3. The number of students who have 10 or more <u>unexcused</u> tardies to school throughout the school year will decrease by 10%.							
	94%	96%					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	119	107					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	0	0					
		1.2. There is no system to reinforce parents for facilitating improvement in attendance.	1.2. Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.2. Social Worker Guidance Counselor PSLT	1.2. PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	1.2. Instructional Planning Tool Attendance/Tardy data	

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		<p>1.3. There is no attendance committee action plan that addresses students with 5-10 days of unexcused absences and/or unexcused tardies.</p>	<p>1.3. Tier 2/3 When a student reaches 5-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified staff will investigate the reason for the absences and may notify the parents and guardians 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 improving his/her attendance/tardies.</p>	<p>1.3. Schools develop on their own Attendance committee reviews the outcomes of plans that address students with 5-10 unexcused absences and/or unexcused tardies.</p>	<p>1.3. Attendance committee will monitor the data for the targeted group of students.</p>	<p>1.3. Instructional Planning Tool</p>	
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Attendance Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			

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Total: \$0			
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End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>I.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>I.1. <u>Tier 1</u> -Conscious Discipline will be implemented to address school-wide expectations and rules, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Where needed, administration conducts individual teacher walk-through data chats.</p>	<p>I.1. <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>I.1. - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>I.1. UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
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<p><u>Suspension Goal #1:</u></p> <p>1. The total number of In-School Suspensions will decrease by 10%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	2	1					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	2	1					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	41	36					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	36	32					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal: \$0			
Total: \$0			

End of Suspension Goals

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. N/A	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u> N/A – Parent Involvement Plan (PIP)	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
	Subtotal: \$0		
Technology			

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Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Total\$0:			

End of Parent Involvement Goal(s)

Health and Fitness Goal

ADDITIONAL	Problem-Solving Process to Increase Student						
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GOAL(S)	Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Additional Goal <u>Additional Goal #1:</u></p>		<p>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. Classroom walk-throughs Class schedules</p>	<p>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 ____% on the Pretest to ____% on the Posttest.</p> <p><i>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.</i></p>	<p><u>2012 Current Level :</u></p>	<p><u>2013 Expected Level :</u></p>					

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			2. Health and physical activity initiatives developed and implemented by the Principal's designee.	2. Principal's designee.	2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
			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.	3. Physical Education Teacher	3. Lesson plans of Physical Education Teacher	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

Continuous Improvement Goal(s)

ADDITIONAL GOAL(S)	Problem-Solving Process to Increase Student Achievement						
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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		
1. Additional Goal <u>Additional Goal #1:</u>	1.1 -Progress reports take time to complete and parents are not aware progress alerts are being sent home.	1.1 Teachers will send home progress reports throughout the nine weeks as needed. The Parent Link system will notify parents that progress reports are coming home.	1.1 <u>Who</u> Administration Teachers	1.1 Principals will review teachers' Parent documentation forms at the end of each nine weeks.	1.1 Parent documentation forms		
The percentage of parents who strongly agree with the indicators under Communication on the <i>School Climate and Perception Survey for Parents</i> will increase from 49% in 2012 to 64% in 2013.	<u>2012 Current Level :</u>	<u>2013 Expected Level :</u>					
	49%	64%					
		1.2	1.2	1.2	1.2	1.2	

Continuous Improvement Goals Professional Development

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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
PLCs	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	Ongoing	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings	Administration Leadership Team

End of Additional Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p><u>STEM Goal #1:</u> Implement/expand integrative approaches to the Common Core State Standards.</p>	<p>1.1. Need common planning time for math, science, ELA and other STEM teachers.</p>	<p>1.1. -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1. -PLC or grade level lead -Subject Area Leaders</p>	<p>1.1. Administrative/SAL walk-throughs</p>	<p>1.1. Logging number of project-based learning in math, science and CTE/STEM per nine weeks. Share data with teachers.</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>

STEM Professional Development

<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 (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>PLC focus on STEM Integration</p>	<p>3-5</p>	<p>Math and science SALs</p>	<p>Math and science teachers</p>	<p>August, October, January</p>	<p>Meeting with math and science coach/ resource teacher</p>	<p>AP, Math and Science coach/ resource teacher</p>

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			\$0
Subtotal: \$0			
Total: \$0			

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End of STEM Goal(s)

Elementary CTE Goal and Strategies

By Paul Gansemer

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	Strategy Fidelity Check	Strategy Data Check	Evaluation Tool
<p><u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 10% in 2011-2012 to 25% in 2012-2013.</p>		<p>1. Administer career surveys to the students to see interest areas of focus.</p>			Career survey data
		<p>2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.</p>			Log of CTE special speakers
		<p>3.</p>			
		<p>4.</p>			
		<p>5.</p>			
		<p>6.</p>			
		<p>7</p>			

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Elementary CTE Professional Development

<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>N/A</p>						

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. N/A	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i> N/A	<u>2012 Current Level *</u>	<u>2013 Expected Level *</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$0
CELLA Budget	Total: \$0
Mathematics Budget	Total: \$800
Science Budget	Total: \$0
Writing Budget	Total: \$0
Attendance Budget	Total: \$0

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Suspension Budget	Total: \$0
Parent Involvement Budget	Total: \$0
STEM Budget	Total: \$0
Additional Goals	Total: \$0
	Grand Total: \$800

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes

No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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- August/September – Assist in the SIP Development
- October
 - Review baseline data
 - Begin planning for a SAC-sponsored Family Reading Night in October
 - Carry out the SAC-sponsored Family Reading Night Event
- November
 - Review reading objectives
 - Review the first nine weeks student evaluation tool data and strategy fidelity check information.
- December – Review writing objectives
 - Begin planning for a SAC-sponsored Family Math Night in January
- January
 - Review math objectives
 - Carry out the SAC-sponsored Family Math Night Event
- February
 - Review mid-year data
 - Review the second nine weeks student evaluation tool data and strategy fidelity check information.
- March
 - Review science objectives
- April
 - Review the Attendance, Health and Fitness, and Continuous Improvement Goals
- May
 - Review the third nine weeks student evaluation tool data and strategy fidelity check information.
 - Discuss ideas for the 2011-2012 SIP

Describe the projected use of SAC funds.	Amount