

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Town and Country Elementary	District Name: Hillsborough
Principal: Jenilda R. Gallo	Superintendent: MaryEllen Elia
SAC Chair: Hilary Garcia	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Jenilda R. Gallo	M.S. Ed. Leadership B.A. K-6 ESOL	27	18	11/12 B, Learning Gains- Reading45%, Math 44%, Lowest 25% Reading Gains 79%, Lowest 25% Math Gains 73% 10/11 A 72% AYP No, Learning Gains –Reading 68%, Math 64%, Lowest 25% Reading Gains 67%, Lowest 25% Math Gains 80% 09/10 A 92% AYP No, Learning Gains –Reading 66%, Math 75%, Lowest 25% Reading Gains – 60%, Lowest 25% Math Gains 83% 08/09 A 95% AYP No, Learning Gains – Reading 71%, Math 68%, Lowest 25% Reading Gains – 70%, Lowest 25% Math Gains 63% All Years at Town and Country
Assistant Principal	Lori K Caro	M.S. Ed. Leadership B.S. Music Education Elem. Ed K-6 Cert	21	1	11/12 B, Learning Gains- Reading45%, Math 44%, Lowest 25% Reading Gains 79%, Lowest 25% Math Gains 73% 10/11 A 72% AYP No, Learning Gains –Reading 68%, Math 64%,

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

		Gifted and ESOL endorsement			Lowest 25% Reading Gains 67%, Lowest 25% Math Gains 80% 09/10 A 92% AYP No, Learning Gains –Reading 66%, Math 75%, Lowest 25% Reading Gains – 60%, Lowest 25% Math Gains 83% 08/09 A 95% AYP No, Learning Gains – Reading 71%, Math 68%, Lowest 25% Reading Gains – 70%, Lowest 25% Math Gains 63% All Years at Town and Country
--	--	-----------------------------	--	--	---

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Julie Offers	BA Interdisciplinary Social Sciences, MA Elementary ED K-6, ESOL	1	1	11/12 B, Learning Gains- Reading45%, Math 44%, Lowest 25% Reading Gains 79%, Lowest 25% Math Gains 73% 10/11 A 72% AYP No, Learning Gains –Reading 68%, Math 64%, Lowest 25% Reading Gains 67%, Lowest 25% Math Gains 80% 09/10 A 92% AYP No, Learning Gains –Reading 66%, Math 75%, Lowest 25% Reading Gains – 60%, Lowest 25% Math Gains 83% 08/09 A 95% AYP No, Learning Gains – Reading 71%, Math 68%, Lowest 25% Reading Gains – 70%, Lowest 25% Math Gains 63% All Years at Town and Country

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Recruitment Fairs	District staff	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
-0-	

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)).

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
44	0% (0)	25% (11)	48% (21)	27% (12)	30% (13)	100% (44)	5% (2)	7% (3)	62% (27)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amy Evans (District EET Mentor)	Vivian Delgado (2nd year)	Amy Evans is a mentor with EET Initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-monthly 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.

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, Saturday Academy and mentors.
Title I, Part C- Migrant N/A
Title I, Part D N/A

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

<p>Title II The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</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 ELL.</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 N/A</p>
<p>Nutrition Programs N/A</p>
<p>Housing Programs N/A</p>
<p>Head Start We utilize information from students in Head Start to transition into Kindergarten.</p>
<p>Adult Education N/A</p>
<p>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 1 regulations.</p>
<p>Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.</p>
<p>Other N/A</p>

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

School-Based MTSS/Rti Team
<p>Identify the school-based MTSS Leadership Team. The MTSS Leadership team (Problem Solving Leadership Team – PSLT) includes:</p> <ul style="list-style-type: none"> • Principal – Jenilda Gallo • Assistant Principal – Lori Caro • Guidance Counselor – Ivette Melendez • School Psychologist - Johanna Demaso • Social Worker – Joyce Ho • Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) Julie Offers • ESE teacher - Christie Strawser, Trina McDonald

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

- Representatives from the PLCs for each grade level, K – Melissa Sinclair, 1- Anedra Johnson, 2 – Amy Keltner, 3- Lisa Colon, 4-Vivian Powell, 5-Holley Townsend
 - SAC Chair – Hilary Garcia
 - ELP Coordinator – Lori Caro
 - ELL Representative – Hilary Garcia
- (Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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

The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

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

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - o Tutoring during the day in small group pull-outs in reading, math and science, Extended Learning Programs during and after school , Saturday Academy
 - o Designated intervention block
- Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - o Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
 - o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - o Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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

- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

The Chair of SAC is a member of the MTSS leadership Team.

- The MTSS and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2012-13 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS. 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 MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third Grading Period. The MTSS will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	MTSS, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL MTSS Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/MTSS Member

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

DAR	School Generated Database	Reading Coach/ Reading PLC Facilitator/ Classroom Teacher
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	MTSS/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	MTSS/ Reading Coach
Other Curriculum Based Measurement** <i>(see below)</i>	School Generated Database in Excel	MTSS/PLCs

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

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

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

(Elementary only)

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The MTSS will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from MTSS consultants) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

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

The MTSS will read the book, *Pyramid Response to Intervention* by Mike Mattos, Austin Buffum, and Chris Weber. The MTSS will use this book as a resource to support the process throughout the school year.

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, PLC Logs, and/or EET evaluation data, will occur during faculty meeting times or Grade Level PLC 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 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.

Describe plan to support MTSS.

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

- 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).

- Principal: Jenilda Gallo
- Assistant Principal: Lori Caro
- Reading Coach: Julie Offers
- Reading Teachers: Jackie Martino, Elieen Verduzco, Jenine Cowan, Gina Choate, Patricia Scully, Holley Townsend
- Media Specialist: Martin Sicard
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains Amy Keltner, Trina McDonald, Hilary Garcia

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

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

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

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

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

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

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

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from 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. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. 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.

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

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

N/A

***High Schools Only**

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

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

PART II: EXPECTED IMPROVEMENTS

Reading Goals To address this barrier, this year’s PLCs were trained to use the MTSS Tier II problem solving worksheet.

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. - Lack of communication and collaboration within grade level teams. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices.	1.1 <u>Planning/PLCs Before the Lesson</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, “What do we want students to learn?” -PLCs identify the common assessment for the upcoming unit of instruction. -PLCs write a SMART goal for the upcoming unit of instruction. -Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings. <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC Logs.	1.1. <u>Who</u> -Principal -AP -Reading Coach -Team Leaders -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school’s SIP strategies.	1.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students’ individual progress towards the SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. - For each class, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/Team Leader/ shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction. - Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> - FAIR - Grades 2-5 Formative Assessments <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
Reading Goal #1: In grades 3-5, the percentage students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 45% to 48%.	2012 Current Level of Performance: * 45%	2013 Expected Level of Performance: * 48%					
			1.2 -PLCs struggle with how to structure	1.2. <u>Strategy</u> Student achievement	1.2 Who: -Principal	1.2. School has a system for PLCs to record and report during	1.2. <u>3x per year</u> - FAIR

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

		<p>curriculum conversations and data analysis to deepen their learning.</p>	<p>improves through teacher communication and working collaboratively to focus on student learning. PLCs will use a PLC log to focus conversations on student progress, backward plan units of instruction, create a SMART goal and track student progress.</p> <p><u>Action Steps</u> -Grade level PLCs will use the PLC log to guide their discussions and summarize student data and lesson plans.</p>	<p>-AP -Team Leaders</p> <p>How: PLCs turn in their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Progress of PLCs discussed at Leadership Team - Progress of PLCs will be discussed at the quarterly Progress Monitoring Meeting</p>	<p>the grading period SMART goal outcomes to administration.</p>	<p>- Grades 2-5 Formative Assessments</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>
		<p>1.3. -Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.3. <u>Strategy/Task</u> Student achievement improves when teachers use on-going data to differentiate instruction. <u>Action Steps</u> PLCs will use data from previous assessments and daily classroom performance/work, teachers plan differentiated instruction, groupings and activities for the delivery of new content in upcoming lessons. In the Classroom -During lessons teachers will collect observations and assessment data PLCs -Teachers will use the student data to identify successful differentiated instructional techniques for future implementation.</p>	<p>1.3. <u>Who</u> -Principal -AP -Reading Coach -Team Leaders</p> <p><u>How</u> -PLC logs turned into administration. -PLCs turn their logs into administration 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. -Reading coach will support PLC in implementation</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this information to drive instruction. -Teachers track student progress <u>on Progress Monitoring Spreadsheet.</u></p> <p><u>PLC Level</u> -Using individual teacher data, PLCs calculate the SMART goal data across all academic disciplines. -PLCs reflect on lesson outcomes and data used to drive future instruction.</p>	<p>1.3. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. See Reading Goal 1.1, 1.2 & 1.3	2.1.	2.1.	2.1.	2.1.
Reading Goal #2: In grades 3-5, the percentage students scoring a Level 4 or 5 on the 2013 FCAT Reading will increase from 18% to 21%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	21%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. See Reading Goal 1.1, 1.2 & 1.3	3.1.	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 69 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66	69					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 79 points to 82 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 1.1, 1.2 & 1.3				
	79	82					
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:			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Blank				
Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 39% to 45%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 57% to 61%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: Black: Hispanic: Asian: American Indian: See Reading Goal 1.1, 1.2 & 1.3				
	White: 39 Black: 57 Hispanic: Target Goal Met Asian: N/A American Indian: N/A	White: 45 Black: 61 Hispanic: Asian: N/A American Indian: N/A					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.

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

			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. See Reading Goal 1.1, 1.2 & 1.3	5B.1.	5B.1.	5B.1.	5B.1.
<u>Reading Goal #5B:</u> The percentage of Economically Disadvantage students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 44% to 50%.			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
			44%	50%			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. -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 of expertise in being familiar with the ELL Program guidelines and	5C.1. Students’ comprehension of course content/standards improves by Bilingual Education Paraprofessionals providing heritage language support in core content courses per master schedule. Support includes: - Translation of instruction in heritage language - Supervision during extended time lesson/testing accommodation.	5C.1. Site Administrator and ERT use ELL Program guidelines and walk through fidelity checks.	5C.1. -ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data. -ERTs meet with core content teachers during PLC meetings to review ELL (inclusive of LF’s) performance data.	5C.1. -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests
<u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 30% to 37%.			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
			30%	37%			

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

			job responsibilities of EFT and Bilingual paraprofessional.			-ERTs meet with problem-solving leadership team to review performance data and progress of ELLs (inclusive of LFs) PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per Grading Period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/district-wide baseline and mid-year test).	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A				
Target Goal Met							

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

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

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

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

Tools for Teachers: Text Complexity Implementing Key shifts in the CCSS	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Tools for Teachers: Text Dependent Questions Implementing Key shifts in the CCSS	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Tools for Teachers: Close Reading Implementing Key shifts in the CCSS	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
easyCBM	Grades K-5	Reading Coach and Psychologist	All teachers Faculty Professional Development and on-going PLCs	On-going	PLC PSLT Meetings	Administration Team Instructional Coaches Subject Area Leaders Guidance Counselor Psychologist
RTI	Grades K-5	RTI Facilitator	Grade Level PLCs	October 16, 2012 On-going	PLC PSLT Meetings	Administration Team Instructional Coaches Subject Area Leaders Guidance Counselor Psychologist
Phonics Lessons and Poetry	Grade K-3	Reading Coach	K-3 Teachers	October 29, 2012 November 5, 2012 November 26, 2012 On-going	Coaching Cycle Classroom Walkthrough	Reading Coach
ELL Strategies	Grades K-5	ELL Resource Teacher	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	ELL Resource Teacher

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. See Reading Goal 1.1, 1.2 & 1.3	1.1.	1.1.	1.1.	1.1. <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.)
Mathematics Goal #1: In grades 3-5, the percentage students scoring a Level 3 or higher on the 2013 Mathematics FCAT will increase from 44% to 47%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	44%	47%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. See Reading Goal 1.1, 1.2 & 1.3	2.1.	2.1.	2.1.	2.1. <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.)
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 13% to 16%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13%	16%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. See Reading Goal 1.1, 1.2 & 1.3	3.1.	3.1.	3.1.	3.1. 2x per year District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #3: In grades 3-5, the percentage students scoring a Level 4 or 5 on the 2013 FCAT Math will increase from 60 points to 63 points.	2012 Current Level of Performance:* 60pts	2013 Expected Level of Performance:* 63pts	3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. See Reading Goal 1.1, 1.2 & 1.3	4.1.	4.1.	4.1.	4.1. 2x per year District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #4: Points earned from students making learning gains on the 2013FCAT Math will increase from 73 points to 76 points.	2012 Current Level of Performance:* 73pts	2013 Expected Level of Performance:* 76pts	4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Math Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.	5A.1. <u>2x per year</u> District Baseline and Mid-Year Testing
Mathematics Goal #5A: The percentage of Black and White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 48% to 53%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 44% to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 1.1, 1.2 & 1.3					During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	White:48% Black: 48% Hispanic:44% Asian: N/A American Indian: N/A	White:53% Black: 53% Hispanic:50% Asian: N/A American Indian: N/A						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. See Reading Goal 1.1, 1.2 & 1.3	5B.1.	5B.1.	5B.1.	5B.1.	5B. <u>2x per year</u> District Baseline and Mid-Year Testing
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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

The percentage of Economically Disadvantage students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 44% to 50%.	44%	50%					During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1. <u>2x per year</u> District Baseline and Mid-Year Testing
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 31% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 1.1, 1.2 & 1.3				During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	31%	38%					
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1. <u>2x per year</u> District Baseline and Mid-Year Testing
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading Goal 1.1, 1.2 & 1.3				During the Grading Period

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

The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 27% to 34%.	27%	34%					-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS Mathematics Training	Grades:K-5	Math Liaison	Grade Level PLCs	On-going	Walkthroughs	Administration Team
RTI	Grades K-5	RTI Facilitator	Grade Level PLCs	October 16, 2012 On-going	PLC PSLT Meetings	Administration Team Instructional Coaches Subject Area Leaders Guidance Counselor Psychologist
ELL Strategies	Grades K-5	ELL Resource Teacher	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	ELL Resource Teacher

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. See Reading Goal 1.1, 1.2 & 1.3	1.1.	1.1.	1.1.	1.1. <u>2x per year</u> District-level baseline and mid-year tests Semester Exams <u>During the Grading Period</u> -Unit assessments
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 44% to 47%.	44%	47%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. See Reading Goal 1.1, 1.2 & 1.3	2.1.	2.1.	2.1.	2.1. <u>2x per year</u> District-level baseline and mid-year tests Semester Exams <u>During the Grading Period</u> -Unit assessments
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 10% to 13%.	10%	13%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Science Professional Development

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

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
Tools for Teachers: Text Dependent Questions Implementing Key shifts in the CCSS	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Tools for Teachers: Close Reading Implementing Key shifts in the CCSS	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -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.	1.1. <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 -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students <u>Do:</u> -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points	1.1. <u>Who</u> Teacher Principal AP Resource/Contact PLCs District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) Generalist <u>How Monitored</u> -PLC logs -Classroom walk-throughs -Elementary Writers' Workshop Walk-through Checklist for HCPS -	1.1. <u>Check:</u> Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs <u>Act:</u> -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)	1.1. Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1: In grade 4, the percentage of All Curriculum Students scoring at level 3 or higher on the 2013 FCAT Writing will increase from 84% to 87%.	2012 Current Level of Performance: * 84%	2013 Expected Level of Performance: * 87%					

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

				<p>-Daily/ongoing conferencing</p> <p><u>Check:</u> Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u> -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)</p>			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 Writing Scoring	Grades:2-5	District Resource Teacher	Language Arts Teachers	On-going	In Service Records	Administration Team

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

--	--	--	--	--	--	--

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1 No coordination exists within the school to ensure that student attendance monitoring exists and that duplication of services is not occurring.	1.1. Tier 1 The school will establish an Attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the schools Attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1. Attendance committed will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data.	1.1. Instructional Planning Tool Attendance/Tardy data
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
1. The attendance rate will increase from 94.78% in the 2011-2012 school year to 96% in 2012-2013.	94.78%	95%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	103	93					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease from by 10% (103 in 2012 to 93 in 2013)	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)	1.2. -Parents are not aware that their student is absent.	Tier 1 On a daily basis, an Attendance Clerk contacts all parents whose students have an unexcused absence to school.	1.2. Examination of Parentlink contact reports by attendance team/administration	1.2. Attendance committed will monitor the attendance data from the targeted group of students	1.2. Instructional Planning Tool Attendance/Tardy data
	124	112					
3. The number of students who have 10 or more unexcused tardies to school							

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

throughout the school year will decrease by 10%. (124 in 2012 to 112 in 2013)			collaborate to assure that a letter is sent home to parents outlining the state statute that requires parents to 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.			
			<p>Tier 2/3</p> <p>When a student reaches 6-10 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 improve his/her attendance/tardies.</p>			
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

Edline	Grade:K-5	DP	School Wide	August 2012 As Needed	Random Checks of Edline Postings	DP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior	1.1. PSLT will assign a subgroup to develop school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PSLT “Managing and Motivating” subgroup	1.1. PSLT “Managing and Motivating” subgroup with review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly.	1.1. suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The total number of in-school suspensions will decrease from 5 in 2011-2012 to 4 in 2012-2013.	5	4					
The total number of students receiving in-school suspensions will decrease from 5 in 2011-2012 to 4 in 2012-2013.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	5	4					
The total number of Out-of-school suspensions will decrease from 5 in 2011-2012 to 4 in 2012-2013.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	10	8					
The total number of Out-of-school suspensions will decrease from 10 in 2011-2012 to 8 in 2012-2013.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	6	5					
The total number of students receiving Out-of-school suspensions will decrease from 6 in			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

2011-2012 to 5 in 2012-2013.						
------------------------------	--	--	--	--	--	--

Suspension Professional Development

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1.	1.1.	1.1.	1.1.	1.1.
N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					

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

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

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:						
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
		2.1.	2.1.	2.1.	2.1.	2.1.
		2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal	1.1.	1.1. .. Elementary students will	1.1. <u>Who</u> :	1.1. Classroom walk-throughs and	1.1. Teacher lesson plans

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

Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 57.4% on the Pretest to 70% on the Posttest.	2012 Current Level :*	2013 Expected Level :*		engage in 150 minutes of physical education per week in grades kindergarten through 5.	-Principal -AP Classroom Walkthroughs	class schedules	Master schedule Teacher PE schedule
	57.4%	70%					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Not all staff is trained in PLCs. - PLC Facilitators/Subject Area Leaders/Department Heads are not all trained to lead PLCs. - Difficulty making the	1.1. Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/Department PLCs. The	1.1. <u>Who</u> Principal and trained staff members <u>How</u> Administration will review PLCs logs and	1.1. PLST will examine the feedback from all PLCs and determine next steps in the PLC process	1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator	2012 Current Level :* 35.1%	2013 Expected Level :* 40%					

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

that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Commitment to Continuous Improvement)” will increase from 35.1% in 2012 to 40% in 2013.			transition for keeping meetings curriculum and student focused	school leadership team will support PLCs by coaching, discussions and attending PLC meetings.	provide feedback		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A				
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 48% to 51%.	2012 Current Percent of Students Proficient in Listening/Speaking: 48%	1.1. See Reading ELL Goal 5C.1	1.1.	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 34%.	2012 Current Percent of Students Proficient in Reading : 31%	2.1. See Reading ELL Goal 5C.1	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

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

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	N/A				
	N/A						
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
			N/A				

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
1.3.			1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			J.2.	J.2.	J.2.	J.2.	J.2.

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

		J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M:			N/A				
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

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

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

<p><u>STEM Goal #1:</u> Implement/expand inquiry-based experiences for students in math and science through the 5E model.</p>	<p>1.1. Need common planning time for math, science, ELA and other STEM teachers</p>	<p>1.1. <u>Strategy</u> Students' science skills will improve through participation in the 5E <u>instructional model.</u></p> <p><u>Action Steps</u> -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.</p>	<p>1.1. <u>Who</u> Principal AP Science Teacher</p> <p><u>How Monitored</u> -Classroom walk-throughs observing this strategy. -Elementary Science Classroom Walk-Through form</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards 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>1.1. <u>2x per year</u> District-level baseline and mid-year tests</p> <p><u>Semester Exams</u></p> <p><u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM 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 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>

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 6 in 2012-2013.</p>	<p>1.1. - Teachers have lack of materials to instruct students in CTE</p>	<p>1.1. <u>Strategy</u> Use career workbooks, videos, and activities from the New Houghton Mifflin Social Studies Materials.</p>	<p>1.1. <u>Who</u> -Principal -AP - Classroom Teacher -Plcs How: Classroom Walk throughs</p>	<p>1.1. Administrative/SAL walk-throughs</p>	<p>1.1. Unit Assessments</p>
	<p>1.2.</p>	<p>1.2. <u>Strategy</u> Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.</p>	<p>1.2. <u>Who</u> -Principal -AP - Classroom Teacher -Plcs How: Volunteer sign-in sheets Field trip calendar</p>	<p>1.2. Administrative/SAL walk-throughs</p>	<p>1.2. Log of CTE special speakers</p>
	<p>1.3. Teachers are unaware of</p>	<p>1.3. <u>Strategy</u></p>	<p>1.3. <u>Who</u>:</p>	<p>1.3. Administrative/SAL walk-</p>	<p>1.3. Career survey data</p>

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

	student career choices.	Administer career surveys to the students to see interest areas of focus.	-Classroom Teachers -Plcs	throughs	
--	-------------------------	---	------------------------------	----------	--

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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