

Florida Department of Education

2012-2013



Deer Park Elementary

School Improvement Plan (SIP)

PART I: SCHOOL INFORMATION

School Name: Deer Park Elementary	District Name: Hillsborough
Principal: Shirley Porebski	Superintendent: MaryEllen Elia
SAC Chair: Ashley Moore	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 effective 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.

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

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	Shirley Porebski	BA Elementary Ed. MA Educational Leadership	3	11	11/12: A Reading 56%, Math 52% AMO ___ % 10/11: A 100% AYP 09/10: A 98% AYP 08/09: A 95% AYP 07/08: A 95% AYP 06/07: A 100% AYP
Assistant Principal	Eric Findley	BS Elem Ed 1-6, MS Ed Leadership, Gifted, ESOL	1	1	11/12: A Reading 56%, Math 52% AMO ___ % 10/11:A AYP-No

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	Kathryn Frankland	B.S. Elem. Ed.	1	1	11/12: Reading 56% AMO ___ %

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	Shirley Porebski	6/2012	
2. Salary Differential (Renaissance Schools)			Non-Title One School
3. District Mentor Program	Eric Findley	6/2013	
4. District Peer Program	Shirley Porebski	6/2013	
5. School-based teacher recognition system	Shirley Porebski	6/2013	
6. Opportunities for teacher leadership	Shirley Porebski & Eric Findley	6/2013	
7. Regular time for teacher collaboration	Eric Findley	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 effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
---	--

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

<p>Teachers</p> <ul style="list-style-type: none"> 9 teachers are Non-Highly Qualified 	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> Preparing and taking the certification exam Completing classes need for certification Provide substitute coverage for the teachers to observe other teachers Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
---	---

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)).

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Bo	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Te	1-5	6-	15+	th	ied	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	

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

Ratio	Staff	Experience	rs of Experience	Experience	ced Degrees	her s	ers	Te ac her s	Tea cher s
87	2.2%	18%	60%	18%	28%	89%	45%	57%	66%
	(2)	(6)	(53)	(16)	(25)	(78)	(4)	(5)	(8)

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

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

<p>Tiffany Behnke</p>	<p>Catherine Rivera</p>	<p>The district based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving. Bi-weekly co-planning in PLCs. On-going co-planning, modeling of lessons and observation with feedback.</p>
-----------------------	-------------------------	--	---

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

Tiffany Behnke	Kimberly Henry	The district based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving. Bi-weekly co-planning in PLCs. On-going co-planning, modeling of lessons and observation with feedback.
----------------	----------------	---	--

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

Tiffany Behnke	Lindsey Kohen	The district based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving. Bi-weekly co-planning in PLCs. On-going co-planning, modeling of lessons and observation with feedback.
----------------	---------------	---	--

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

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

Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education

Job Training
Other

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

School-Based MTSS/Rtl Team

Identify the school-based *MTSS* Leadership Team.

—

Elementary

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- ESE teacher
- Representatives from the PLCs for each grade level, K-5
- ELL Representative
- Attendance Committee Representative

(Note that not all members attend every meeting, but are invited based on the goals and purpose of 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?

—

Elementary/Middle/High

—

—

The purpose of the core Leadership Team is to:

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

The Leadership team meets regularly (monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

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

- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments) Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- 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).

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?

Elementary/Middle/High

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - **Use the problem-solving model when analyzing data:**
 1. **What is the problem? (Problem Identification)**
 2. **Why is it occurring? (Problem Analysis and Barrier Identification)**
 3. **What are we going to do about it? (Action Plan Design and Implementation)**
 4. **Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)**
 - **Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance**
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.

- **Identify** appropriate progress monitoring assessments to be administered at **regular** intervals matched to the intensity of **the level of instructional/intervention support provided**.
- **Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals)**.
- Review **progress monitoring data at regular intervals** to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- **Each PLC develops PLC action plan for SIP strategy implementation and monitoring**.
- Assess the implementation of the strategies on the SIP using the following questions:
 1. **Does the data show implementation of strategies are resulting in positive student growth?**
 2. **To what extent are we making progress toward the school's SIP goals?**
 3. **If we are making progress, what can we do to sustain what is working?**
 4. **What barriers to implementation are we facing and how will we address them?**
 5. **What should we do next? What should be our plan of action?**

MTSS Implementation

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

Elementary Middle/High

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 tests	School Generated Excel Database	Reading Coach/ AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability FAIR, End Of the Year Assessment, Focus Test	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Focus Test, School-Based Writes, Go Math, National Geographic	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach /Reading PLC Facilitator

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

CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Bottom quartile and top quartile	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program. Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) Focus test	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers

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

Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers
<p>MTSS.</p> <p>The Leadership Team/will continues 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.</p> <p>As the District’s RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.</p>		
<p>Describe plan to support MTSS.</p> <p>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:</p> <ul style="list-style-type: none"> ● 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, and Steering, and SAC meetings, lesson study, school-wide behavior management plans). ● Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS. ● Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement. 		

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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

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

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

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

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

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

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

NCLB Public School Choice

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when students are engaged in grasping with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level PLC action plans.</p>	<p>1.1. <u>Who</u> -Principal -AP -Reading Coach -PLC facilitators of each grade <u>How</u> -Reading PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration will review PLC logs and look for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a quarterly basis.</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 grade level. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each subject PLC, a chart of their overall progress towards the SMART Goal/focus. <u>Leadership Team Level</u> -PLC facilitator shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, formative and intervention checks)</p>		
---	--	--	--	--	---	--	--

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

<u>Reading Goal #1:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:</u>	<u>Performance:</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 80% to 84%.							
	80%	84%					

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

		<p>1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p><u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <u>All content area teachers are responsible for</u></p>	<p>1.2. <u>Who</u> -Principal -AP -Reading Coach -Reading Contacts <u>How</u> -Reading PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/ PLC SMART Goal <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
--	--	---	--	--	---	--	--

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

			<p><u>Implementation.</u></p> <p><u>Action Steps</u></p> <p>Action steps for this strategy are outlined on grade level PLC action plans.</p>				
--	--	--	--	--	--	--	--

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

	<p>1.3.</p> <p>-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>-Training all content area teachers</p>	<p>1.3.</p> <p><u>Common Core Reading Strategy Across all Content Areas</u></p> <p>Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Teacher Contact Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-Reading Logs</p> <p>-Language Arts Logs</p> <p>-Social Studies Logs</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p> <p>-Reading Coach observations and walk-throughs</p> <p>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p> <p>-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of</p>	<p>1.3.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/ PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3</p> <p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
--	--	--	--	---	--	--

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

				strategy implementation.			
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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. Teachers' knowledge base of pushing higher achieving students to the next level. Common Core Trainings are being rolled out in 12-13. -Training all content area teachers</p>	<p>2.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when students are engaged in grasping with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level PLC action plans.</p>	<p><u>2.1. Who</u> -Principal -AP -Reading Coach -Reading Grade Level Contacts -AGP Teachers <u>How</u> -Reading PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-through -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p><u>2.1. Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p><u>2.1. 3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, formative and intervention checks)</p>		
---	---	---	--	--	--	--	--

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

<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 55% to 60%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>55%</p>	<p>60%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions as well as log the information:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we 	<p>3.1. <u>Who</u> -Principal -AP -Instruction Coaches - Content Leaders -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, Content Leader, and/or leadership team.</p>	<p>3.1. <u>3x per year</u> FAIR <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

		<p>respond if they don't learn?</p> <p>4. How will we respond if they already know it?__</p> <p>Actions/Details</p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>				
--	--	---	--	--	--	--

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

Reading Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 70points to 74points.							
	70 point s	74 points					

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

		<p>3.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2.</p> <p><u>Strategy/Task</u></p> <p>Student achievement improves when teachers use on-going student data to <u>differentiate instruction.</u></p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of</p>	<p>3.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-Content Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings, requested on PLC form</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/ PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2.</p> <p><u>3x per year</u></p> <p>FAIR</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	---	--	---	---	--	--

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

			<p>their DI lessons.</p> <p>-Teachers use student data to identify successful DI techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. <i>(Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</i></p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>				
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Scheduling time for the principal/AP to meet with the reading coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy</u> <u>Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through teachers' collaboration with the reading coach. <u>Actions/Details</u> Reading Coach -The reading coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading coach rotates through all subjects' PLCs to: --Facilitate</p>	<p>4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>4.1. <u>3x per year</u> - FAIR <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

	<p>lesson planning that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the Reading coach and administration</p>					
--	---	--	--	--	--	--

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

	<p>identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The reading coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the reading coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership</i></p>					
--	--	--	--	--	--	--

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

		<p><i>Team and Coach</i></p> <ul style="list-style-type: none"> - The reading coach meets with the principal/AP to map out a high-level summary plan of action for the school year. -Every two weeks, the Reading coach meets with the principal: <ul style="list-style-type: none"> --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks. 					
--	--	---	--	--	--	--	--

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

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 56 points to 68 points.							
	56 point s	68 points					

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

	<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' reading comprehension improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>-Students attend ELP sessions.</p> <p>-Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>	
--	---	--	--	--	---	--

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

			specific skill, they are exited from the ELP program.				
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:							
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%.							
<u>Reading Goal #5:</u>							

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

<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: differentiated instruction within the average "quartile" Black: support at home Hispanic: Speaking language barrier, time with the ERT Asian: Language Barrier American Indian:</p>	<p>5A.1. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
--	---	---	--------------	--------------	--------------	--	--

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

		<p><u>Action Steps</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
--	--	---	--	--	--	--	--

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

Reading Goal #5A:	2012 Current Level of Performance	2013 Expected Level of Performance:*					
<p>The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>84</u> % to 86% _</p> <p>The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>69</u> % to <u>72</u> %.</p>							
	White:84 Black:69 Hispanic:75 Asian:79 American Indian:	White:86 Black:72 Hispanic:78 Asian:81 American Indian:					

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

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		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		

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

<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1.</p>	<p>5B.1. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p>	<p>5B.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-through of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>5B.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk through) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>5B.1. <u>3x per year</u> - FAIR <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

		<u>Action Steps</u>					
		Action steps for this strategy are outlined on grade level/ content area PLC action plans.					
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 64% to 68%.							
	64%	68%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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

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

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implement differentiated instruction is not consistent across core courses.</p> <p>-ELLs at varying levels of English language acquisition</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the differentiated instruction strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs.</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Administration to assist with the analysis of ELLs performance data..</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for ELL performance</p>		
--	---	---	---	---	--	--	--

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

	<p>and acculturation is not consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of differentiated instruction in order to effectively conduct a fidelity check walk-through.</p>	<p>content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>					
--	--	--	--	--	--	--	--

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

Reading Goal #5C:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from <u>57 %</u> to <u>61 %</u> .	57%	61%					

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

	-	<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p>	<p>5C.2.</p> <p>ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive</p>	<p>5C.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for ELL performance</p>	
--	---	---	---	---	---	--	--

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

			will differentiate instruction to remediate/enhance instruction.		teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
--	--	--	--	--	--	--	--

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

	<p>5C.3</p> <p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessionals.</p>	<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.3</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit</p>	
--	--	---	---	---	---	--

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

		<p>5C.4</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students.</p> <p><u>Action Steps</u></p> <p>-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/ speaking, reading and writing.</p> <p>- Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.</p>	<p>5C.4</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELL's performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive</p>	<p>5C.4</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit with data aggregated for ELL performance</p>	
--	--	--	--	--	---	---	--

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

			<p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/teachers plan for accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p>		<p>teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	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>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Contact Teacher <u>How</u> IEP Progress Reports reviewed by AP.</p>	<p>5D.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 Contacts/ Team Leaders share SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common units with data aggregated for SWD performance</p>		
---	---	--	---	--	--	--	--

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

		strategies and modifications into lessons.					
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from <u>56</u> % to <u>60</u> %.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	56%	60%					

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

		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through <u>teachers' implementation of the Plan-Do-Check-Act model</u> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><u>Plan</u></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p>	<p>5D.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific SWD information) for like courses/grades.</p>	<p>5D.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Contacts and Team Leaders share SWD SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2</p> <p>-FAIR</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for SWD performance</p>	
--	--	---	---	---	---	---	--

			<p><i>Plan for the “Do”</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for</i></p>			
--	--	--	---	--	--	--

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

		<p><i>Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks</p>				
--	--	---	--	--	--	--

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

		<p>for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about SWD not</p>				
--	--	---	--	--	--	--

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

			<p>learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		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

Differentiated Instruction	K-5	-Subject contacts	All teachers	-On-going	Classroom walk-throughs	Administration Team
		-Course specific PLC Facilitators	Faculty Professional Development and on-going PLCs	-Demonstration classrooms	Optional peer teacher observations	Instructional Coaches
		-Reading Coach				Subject Contacts
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	K-5	Reading Coach and Subject Contacts	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Subject Contacts
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	K-5	Reading Coach and Subject Contacts	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Subject Contacts
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	K-5	Reading Coach and Subject Contacts	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Subject contacts
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

PART II: EXPECTED IMPROVEMENTS

Elementary or Middle School Mathematics Goals

<p>Elementary School Mathematics Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5).</p>	<p>1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS</p>	<p>1.1 <u>Strategy</u> Students' math achievements improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. <u>Action Steps</u> -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on</p>	<p>1.1 <u>Who</u> - Principal -Leadership Team <u>How Monitored</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1 <u>2x per year</u> District Baseline and Mid-Year Testing - On-going Standard Based Assessments (FOCUS tests and GoMath) - <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>		
---	--	--	---	--	--	--	--

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

		grade level/ content area PLC action plans.					
<u>Mathematics</u> <u>Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 77% to 84%.	<u>2012 Current</u> <u>Level of</u> <u>Performance</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance</u>					
	77%	84%					

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

		<p>1.2.</p> <p>-Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p> <p>-Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-After the lessons, teachers examine student work</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-Leadership Team</p> <p><u>How Monitored</u></p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their Logs.</p> <p>-Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency</p> <p>-Administrators aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>-</p> <p>On-going Standard Based Assessments (FOCUS tests and GoMath)</p> <p>-</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (Pre, mid, end of unit, chapter, interventions etc.)</p>	
--	--	--	---	---	---	---	--

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

		<p>samples and classroom questions using Webb’s Depth of Knowledge to evaluate the sophistication/complexity of students’ thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons.</u> <u>teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb’s Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p> <p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p>				
--	--	---	--	--	--	--

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

		<p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.</p> <p>-Monthly, school leaders conduct one-on-one data</p>				
--	--	--	--	--	--	--

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

			chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).				
		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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p>	<p>2.1. <u>Strategy/ Task</u> Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. <u>Actions/ Details</u> <i>Within PLCs</i></p>	<p><u>2.1. Who</u> -Principal -Leadership Team -AGP Teachers <u>How Monitored</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrators aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>2.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 90% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p><u>2.1. 2x per year</u> District Baseline and Mid-Year Testing On-going Standard Based Assessments (FOCUS tests and GoMath) <u>During the Grading Period</u> -Core Curriculum Assessments (Pre, mid, end of unit, chapter, interventions etc.)</p>		
---	-------------	--	--	---	---	--	--

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

		<p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/ activities.</p> <p>-Teachers plan higher order questions/ activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-After the lessons, teachers examine student work samples and classroom</p>					
--	--	--	--	--	--	--	--

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

	<p>questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons.</u></p> <p><u>teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of</p>					
--	---	--	--	--	--	--

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

		<p>Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p> <p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or</p>					
--	--	--	--	--	--	--	--

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

		<p>multiple approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p>					
<p>Mathematics Goal #2:</p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 48% to 51%.</p>	<p><u>2012 Current Level of Performance</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>48%</p>	<p>51%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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

		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		

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

<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>B.1. <u>Strategy</u> Students’ math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have</p>	<p>B.1. <u>Who</u> -Principal -AP -Math Contact -Subject Grade level representatives -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>B.1. <u>2x per year</u> District Baseline and Mid-Year Testing On-going Standard Based Assessments (FOCUS tests and GoMath) <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

		<p>learned it?</p> <p>3. How will we respond if they don't learn?</p> <p>4. How will we respond if they already know it?</p> <p><u>Actions/Details</u></p> <p>-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.</p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act Unit of</p>					
--	--	--	--	--	--	--	--

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

		<p>Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>					
<p>Mathematics Goal #3:</p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 69 points to 74 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	69 point s	74 point s					
--	---------------------------------------	---------------------------------------	--	--	--	--	--

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

	<p>B.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.2.</p> <p><u>Strategy/Task</u></p> <p>Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify</p>	<p>B.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Math Contact</p> <p>-Subject Grade Level Representatives</p> <p>-PLC facilitators of like grades and/or subjects</p> <p><u>How</u></p> <p>PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators and coaches attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p> <p>-Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject contacts and Grade level representatives share SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>B.2.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>-</p> <p>On-going Standard Based Assessments (FOCUS tests and GoMath)</p> <p>-</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
--	---	---	--	---	--	--

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

			<p>students who need re-teaching/interventions and how that instruction will be provided. (<i>Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy</i>).</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>				
		3.3.	3.3.	3.3.	3.3.	3.3.	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	Student Evaluation Tool		

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. -Scheduling time for the principal/AP to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the Math Contacts.</p>	<p>4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Students' math achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student</p>	<p>4.1. <u>Who</u> Administration <u>How</u> -Review of PLC log -Review of PLC log of support to targeted teachers. -Administrative walk-throughs</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrators/Contact Leader meetings to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>4.1. <u>2x per year</u> District Baseline and Mid-Year Testing - On-going Standard Based Assessments (FOCUS tests and GoMath) <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

		<p>past and/or present data.</p> <p>-The academic coach rotates through all subjects' PLCs to:</p> <p>--Facilitate lesson planning that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order , text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments,</p> <p>--Facilitate</p>					
--	--	---	--	--	--	--	--

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

		<p>core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic</p>					
--	--	---	--	--	--	--	--

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

		coach/administrati on conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.					
<p><u>Mathematics Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 52 points to 65points.</p>	<p><u>2012 Current Level of Performance</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					

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

	52 point s	65 point s					
--	---------------------------	---------------------------	--	--	--	--	--

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

		<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>- Students attend ELP sessions.</p> <p>- Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement CBM And focus tests.</p>	
--	--	---	--	--	--	---	--

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

		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

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

<u>Math Goal #5:</u>							
----------------------	--	--	--	--	--	--	--

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

<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1.</p> <p><u>Strategy</u></p> <p>Students' math achievements improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <p>-PLCs use their core curriculum information to learn more about hands-on and technology</p>	<p>5A.1</p> <p><u>Strategy</u></p> <p>Students' math achievements improve through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.</p> <p><u>Action Steps</u></p> <p>-PLCs use their core curriculum information to learn more about hands-on and technology activities.</p> <p>-Additional action steps for this strategy are outlined on</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
---	---	--	--------------	--------------	--------------	--	--

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

	activities. -Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.	grade level/ content area PLC action plans.					
--	---	--	--	--	--	--	--

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

Math Goal #5A:	2012 Current Level of Performance:						
<p>The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 81__% to __83__%.</p>							
<p>The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from __61__% to __65__%.</p>							
	<p>White:81 Black:61 Hispanic:69 Asian:84 American Indian:</p>						

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

		<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers</p>	<p>5A.2.</p> <p><u>Strategy/Task</u></p> <p>Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p><i>Within PLCs</i></p> <p>-After the lessons, teachers examine student work</p>	<p>5A.2.</p> <p><u>Who</u></p> <p>- Principal</p> <p>-Leadership Team</p> <p><u>How Monitored</u></p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Classroom walk-through observing this strategy.</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>5A.2.</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>5A.2.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>On-going Standard Based Assessments (FOCUS tests and Go Math)</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>	
--	--	--	---	--	---	--	--

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

		<p>work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-After the lessons, teachers examine student work samples and classroom questions using Webb's</p>	<p>samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons.</u> <u>teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p> <p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <p>-Allow students to "unpack their thinking" by describing how they arrive at an answer.</p>				
--	--	---	---	--	--	--	--

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

		<p>Depth of Knowledge to evaluate the sophistication/complexity of students' thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons, teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p>	<p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.</p> <p>-Monthly, school leaders conduct one-on-one data</p>				
--	--	---	--	--	--	--	--

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

	<p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p> <p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p>	<p>chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership’s team professional development plan (both individually and whole faculty).</p>				
--	---	--	--	--	--	--

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

		<p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p>					
--	--	---	--	--	--	--	--

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

		<p><u>School Leadership</u></p> <p>-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).</p>					
--	--	--	--	--	--	--	--

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		

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

<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5B.1.</p>	<p>3.1. <u>Strategy</u> Students' math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <p>5. What is it we expect them to learn?</p> <p>6. How will we know if they have</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
--	--------------	---	--------------	--------------	--------------	--	--

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

		<p>learned it?</p> <p>7. How will we respond if they don't learn?</p> <p>8. How will we respond if they already know it?</p> <p><u>Actions/Details</u></p> <p>-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.</p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act Unit of</p>					
--	--	---	--	--	--	--	--

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

		<p>Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>					
<p><u>Mathematics</u> <u>Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 54% to 59%.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:</u></p>						

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

	54%						
--	-----	--	--	--	--	--	--

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

		<p>3.2.</p> <p><u>Strategy/ Task</u></p> <p>Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p><u>Actions/ Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the</p>	5B.1.	5B.1.	5B.1.	5B.1.	
--	--	---	-------	-------	-------	-------	--

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

	<p>delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/ interventions</p>					
--	--	--	--	--	--	--

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

		and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/ content area PLCs.					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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		

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Math teachers' implementation of differentiated instruction is not consistent across math courses.</p> <p>-ELLs at varying levels of English language</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the differentiated instruction strategy in math.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>		
--	--	---	--	--	---	--	--

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

	<p>acquisition and acculturation is not consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of differentiated instruction in order to effectively conduct a fidelity check walk-through.</p>	<p>content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of differentiated instruction strategies.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Math teachers administer and analyze ELLs. In particular,</p>					
--	--	---	--	--	--	--	--

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

		<p>teachers' aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data math teachers differentiate instruction to remediate/enhance instruction.</p>				
<p><u>Mathematics</u> <u>Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>43</u>% to <u>49</u>%.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:</u></p>				
	43%	49%				

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

		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Math teachers' implementation of A+ Rise is not consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's trainings.</p> <p><u>Action Steps.</u> _</p> <p>- ERT models lessons</p> <p>- ERT observes content area teachers using provides feedback, coaching and support.</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal._</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student</p>	<p>5C.2</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>-</p> <p>-</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for ELL performance</p>	
--	--	---	---	---	--	---	--

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

		A+ Rise fidelity check walk- through.			supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
--	--	--	--	--	---	--	--

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

		<p>5C.3</p> <p>-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities</p>	<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments in math:</p> <p>-Extended time (lesson and assessments)</p> <p>-Small group testing</p> <p>-Para support (lesson and assessments)</p> <p>-Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.3</p> <p>Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	
--	--	--	---	---	--	--	--

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

		ties of ERT and Bilingual paraprofessio nal.					
--	--	---	--	--	--	--	--

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

		<p>5C.4</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in math through teachers working collaboratively to focus on ELL student learning. Specifically, they use the <u>Plan-Do-Check-Act model to structure their way of work for ELL students.</u></p> <p><u>Action Steps</u></p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (differentiated instruction and A+ Rise) in order to integrate them into the math lessons.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in math.</p> <p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/teachers plan for upcoming lessons/units using targeted A+ Rise</p>	<p>5C.4</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student</p>	<p>5C.4</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for ELL performance</p>	
--	--	--	---	--	---	---	--

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

			<p>strategies and Differentiated Instruction strategies based on ELLs needs.</p> <p>-PLCs math teachers plan for accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources from A+ Rise and Differentiated Instruction binders.</p>		<p>supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals. strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to</p>	<p>5D.1. <u>Who</u> Principal, , Assistance Principal <u>How</u> IEP Progress Reports reviewed by AP</p>	<p>5D.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 SWD SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <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>5D.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
--	--	--	---	---	--	--	--

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

		effectively implement IEP/SWD strategies and modifications into lessons.					
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>49</u> % to <u>54</u> %.							
	49%	54%					

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

		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through teachers' implementation of the <u>Plan-Do-Check-Act model</u> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p> <p><i>Plan for the "Do"</i></p>	<p>5D.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Subject Contact</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration</p> <p>-Administration provides feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, and/or leadership team.</p>	
--	--	--	--	--	--	--	--

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

		<p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/ best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the</p>				
--	--	--	--	--	--	--

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

		<p>following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><i>Reflect/Check – Analyze Data</i></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p>				
--	--	---	--	--	--	--

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

		<p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/interventions are working?</p>				
		5D.3	5D.3			

**Mathematics Professional Development
Professional Development**

Hillsborough 2012
Rule 6A-1.099811
Revised July 18, 2012

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

(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 PLC Faciliator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	k-5		grade-specific PLCs	PLC Meetings approximately every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing district assessments	K5	Leadership team	grade-specific PLCs	After the administration of the test	PLC logs	AP
SWD Support Facilitation	k-5	ESE teachers	ESE Teachers General Ed Teachers	On-going	Classroom walkthroughs	Administration Team
ELL Strategies	k-5	English Language Learner Resource Teacher (ERT)	PLCs All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

PART II: EXPECTED IMPROVEMENTS

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		

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

<p>1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science.</p>	<p>1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.</p>	<p>1.1 <u>Strategy</u> Students' science skills will improve through participation in the 5E instructional model. <u>Action Steps</u> -Teachers will attend District Science training and share the 5 E's 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</p>	<p>1.1 <u>Who</u> Principal AP <u>How Monitored</u> -Classroom walk-throughs observing this strategy.</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 <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>		
---	---	---	--	---	--	--	--

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

		<p>building 5E Instructional Model for upcoming lessons.</p> <p>-PLC teachers instruct students using the 5E Instructional Model.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.</p>				
--	--	--	--	--	--	--

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

Science Goal #1:	2012 Current	2013 Expected					
	<u>Level of</u>	<u>Level of</u>					
	Performance:	Performance:					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 59% to 65%.							
	59%	65%					

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

		<p>1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.2. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?_ <p><u>Actions/Details</u> <i>Within PLCs:</i></p>	<p>1.2. <u>Who</u> -Principal -AP -PLC facilitators of like grades <u>How</u> -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.</p>	<p>1.2. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	--	--	---	---	---	--

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

			<p>-PLCs will use a PLC log to monitor the following:</p> <ul style="list-style-type: none"> --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate _____ times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: <ul style="list-style-type: none"> --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons 			
--	--	--	--	--	--	--

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

		<p>taught</p> <p>--Analyze checks for understanding and core curriculum assessments.</p> <p>--Act on the core curriculum data by planning interventions for the whole class or small group.</p> <p>-PLCs will generate SMART goals for upcoming units of instruction.</p> <p>-PLCs will report SMART goal data through their logs.</p> <p>As a Science Department</p> <p>-PLC, share action plan successes and challenges of the grade levels courses.</p> <p>-PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.</p>				
--	--	---	--	--	--	--

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

	<p>1.3</p> <p>-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology</p> <p>- Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.3</p> <p><u>Strategy</u></p> <p>Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, <u>scientific processes, laboratory experiences, and uses of technology</u></p> <p><u>Action Steps</u></p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>-Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within</p>	<p>1.3</p> <p><u>Who</u></p> <p>Principal</p> <p>AP</p> <p><u>How Monitored</u></p> <p>-Classroom walk-throughs observing this strategy.</p>	<p>1.3</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and</p>	<p>1.3</p> <p><u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p><u>During the Grading Period</u></p> <p>-Unit assessments</p>	
--	---	--	--	---	---	--

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

		<p>the 5E Instructional Model.</p> <p>-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.</p> <p>-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.</p> <p>-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instructional Model.</p> <p>-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual</p>		<p>student supplemental instruction.</p>		
--	--	---	--	--	--	--

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

			teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).				
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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>2.1 <u>Strategy</u> Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the close reading model (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 1 time per nine weeks.</p>	<p>2.1 <u>Who</u> Principal AP Reading Coach <u>How Monitored</u> Administration -PLC logs turned into administration. -Administration provides feedback.</p>	<p>Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p><u>3x-per year</u> District level baseline, mid-year, and pre-EOC administration <u>During the Grading Period</u> -mini-assessments -unit assessments</p>		
---	---	--	--	--	--	--	--

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

		<p><u>Action Steps</u></p> <p><i>Professional Development</i></p> <p>-The Reading Coach along with the Departmental Leaders/ Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</p> <p>-Teachers within departments attend professional development</p>				
--	--	--	--	--	--	--

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

	<p>provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><i>In PLCs/ Department</i></p> <p>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs review Close Reading Selections to determine word count and high-Lexile.</p> <p>-PLCs assign appropriate NGSSS</p>					
--	--	--	--	--	--	--

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

	<p>benchmark to Close Reading passage</p> <p>-To increase stamina, teachers select high- Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous_</p> <p>- Teachers debrief lesson impleme ntation to determine effectiveness and level of student comprehe nsion and retention of the text. Teachers use this information to build future close reading lessons.</p>					
--	---	--	--	--	--	--

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

	<p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. 					
--	---	--	--	--	--	--

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

		<p>-Ask text-based questions that require close reading of the text and multiple reads of the text.</p> <p><i>During the lessons, students:</i></p> <p>-Grapple with complex text.</p> <p>-Re-read for a second purpose and to increase comprehension.</p> <p>-Engage in discussion to answer essential question using textual evidence.</p> <p>-Write in response to essential question using textual evidence.</p>				
--	--	--	--	--	--	--

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

Science Goal #2:	2012 Current	2013 Expected					
	Level of Performance	Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 18% to 24%.							
	18%	24%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Reading Coach	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Principal, AP, Reading Coach	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Quarterly PLCs	Strategy for Follow-up/Monitoring Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Person or Position Responsible for Monitoring Administration Team
Technology and Hands-On Activities	Grades k-5	PLC Facilitator				
Inquiry and the 5E Instructional Model	Grades k-5	Leadership Team Reading Coach PLC Facilitator	Principal, AP, Reading Coach	Quarterly PLCs	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades k-5	Leadership Team Reading Coach PLC Facilitator Leadership Team	Principal, AP, Reading Coach	Quarterly PLCs	Reading Coach walk-throughs	Administration Team & Reading Coach

PART II: EXPECTED IMPROVEMENTS

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achieve ment						
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

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>Strategy</p> <p>Students' use of mode-specific writing will improve through use of Writers' Workshop/ daily instruction with a focus on mode-specific writing.</p> <p>Action Steps</p> <p>-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.)</p> <p>Plan:</p> <p>-Professional</p>	<p>Who</p> <p>Principal AP District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p>How Monitored</p> <p>-PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)</p>	<p>School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and leadership team</p>	<p>-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios</p>		
--	---	---	---	--	--	--	--

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

	<p>Development for updated rubric courses</p> <p>-Professional Development for instructional delivery of mode-specific writing</p> <p>-Training to facilitate data-driven PLCs</p> <p>-Using data to identify trends and drive instruction</p> <p>-Lesson planning based on the needs of students</p> <p><u>Do:</u></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p>					
--	--	--	--	--	--	--

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

		<p><u>Check:</u></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u></p> <p>-Receive additional professional development in areas of need</p> <p>-Seek additional professional knowledge through book studies/research</p> <p>-Spread the use of effective practices across the</p>					
--	--	--	--	--	--	--	--

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

		<p>school based on evidence shown in the best practice of others</p> <p>-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.</p> <p>-Plan ongoing monitoring of the solution(s)</p>					
<p><u>Writing/LA Goal #1:</u></p> <p>The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 88% to 95%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>88%</p>	<p>95%</p>					

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

	<p>1.2.</p> <p>-Improve the teaching of reading skills of Language Arts teachers.</p> <p>-Become more proficient at pacing and teaching Springboard lessons.</p>	<p>1.2</p> <p><u>Strategy</u></p> <p>Students' reading, writing, language, and listening / speaking skills improve through engagement in activities/tasks that promote high levels of thinking.</p> <p><u>Action Steps</u></p> <p><i>Within PLCs</i></p> <p><u>Before the unit</u></p> <p>-Create norms.</p> <p>-Unpack an assessment and rubric.</p> <p>-Set SMART goals for the unit of instruction.</p> <p>-Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?)</p> <p>-Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment.</p> <p>-Reflect on barriers and successes from the year before.</p> <p>-Look at student assessment</p>	<p>1.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-PLC facilitators of like grades</p> <p><u>How</u></p> <p>PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators and coaches attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p> <p>-Administration shares the data of PLC visits with staff on a monthly basis.</p> <p>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator shares SMART Goal data with the Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	---	---	---	---	--

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

		<p>exemplars (previous students' assessments if available).</p> <p>-Visit the pacing guide and determine the pacing for the unit.</p> <p>-Decide on common terminology to use with students and during PLC discussions.</p> <p>-Look at the grammar instruction opportunities provided in the unit and determine their potential usage.</p> <p>-Decide on which vocabulary terms need to be taught during the unit.</p> <p>-Discuss the student's curriculum checklist.</p> <p>-Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels. __</p> <p>—</p> <p><u>During the unit</u></p> <p>-Determine:</p> <p>--What is working?</p> <p>--Is there a need to enrich the instruction? How?</p> <p>--What isn't working?</p> <p>--Is there a need to supplement</p>				
--	--	--	--	--	--	--

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

		<p>the instruction? How?</p> <ul style="list-style-type: none"> --Are the needs of our ELL/ SWD being met? --Is there a need for a demonstration classroom and/ or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding. -Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?) -Plan strategies to differentiate. -Plan higher order thinking questions. -Discuss portfolio implementation (Success/ Barriers). -Discuss additions to the writer's checklists. <p>—</p> <p><u>During the assessment</u></p> <ul style="list-style-type: none"> -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges. 				
--	--	---	--	--	--	--

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

			<p><u>After the assessment</u></p> <p>Participate in an assessment Norming session __</p> <p>—</p> <p><u>After all assessments have been scored</u></p> <p>-Reflect on the unit.</p> <p>-Reflect on the effectiveness of the PLC (survey).</p> <p>-Revisit portfolios.</p> <p>-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened.</p> <p>-Recognize successes and celebrate.</p> <p><i>In the classroom</i></p> <p><u>During the lessons, teachers:</u></p> <p>-Post essential questions and daily objectives.</p> <p>-Explicitly reference connections between the following: essential questions, daily objective, and assessment.</p>				
--	--	--	---	--	--	--	--

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

		<p>-Select learning strategies as needed.</p> <p>-Group students appropriately.</p> <p>-Scaffold instruction building towards higher complexity.</p> <p>-Model and provide opportunities for guided and independent practice of skills aligned with the assessment.</p> <p>-Select academic vocabulary from text to be used during a unit of instruction.</p> <p>-Use multiple types of formative assessment and provide consistent checks for student understanding.</p> <p>-Use data during the lesson and after the assessment to inform instruction.</p> <p>During the lessons, students:</p> <p>-Understand the criteria which will be used to evaluate their work.</p> <p>-Understand the purpose of the lesson and its connection to the assessment.</p> <p>-Think critically and creatively.</p> <p>-Actively draw upon prior knowledge and use that knowledge to connect with</p>				
--	--	--	--	--	--	--

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

		<p>lesson goals.</p> <ul style="list-style-type: none"> -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. <p>After the lessons. teachers:</p> <ul style="list-style-type: none"> -Post exemplars of student work. -Teachers will collaborate within structured PLCs to develop lesson plans the can enhance, vocabulary, grammar and other needed writing areas. 				
--	--	--	--	--	--	--

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

		<p>1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.3. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?_ <u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3. <u>Who</u> -Principal -AP -PLC facilitators of like grades <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>1.3. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	--	--	---	--	--	--

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

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 Principal	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Language Arts Teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) On-going	Strategy for Follow-up/Monitoring PLC logs turned into administration	Person or Position Responsible for Monitoring Principal AP PLC Facilitators
	k-5	AP PLC facilitators				

Writing Holistic Scoring Training

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

Mode-based Writing Training	k-5	Principal	Language Arts Teachers	On-going	-Administration or Coach walk-throughs	
		AP	PLC-grade level and vertical teams		-PLC logs turned into administration	Principal
		PLC facilitators				AP PLC Facilitators

PART II: EXPECTED IMPROVEMENTS

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		

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

<p>1. Attendance</p>	<p>1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.</p>	<p>1.1 Tier 1 The school will establish an attendance committee and attendance incentive program comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710)</p>	<p>1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1 Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect</p>		
-----------------------------	---	--	--	---	--	--	--

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<p>1. The attendance rate will increase from 96.3% in 2011-2012 to 97% in 2012-2013.</p> <p>2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>							
	96.3%	97%					

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

	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	21	19					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	0	0					
		1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 <u>Tier 2</u> Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.2 Social Worker Guidance Counselor PSLT	1.2 The attendance committee will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	1.2 Instructional Planning Tool Attendance/Tardy data	

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 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
ED Connect	k-5		School-wide	September and then in an as needed basis	Ed Connect Postings	Alison Pennington, Shirley Porebski

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						

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

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	Strategy Data Check	Student Evaluation Tool		
<p>1. Suspension</p>	<p>1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 <u>Tier 1</u> -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.</p>	<p>1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>EASI suspension data cross-referenced with mainframe discipline data</p>		

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

<p><u>Suspension Goal #1:</u></p> <p>1. The total number of In-School Suspensions will decrease by 10%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total</u> <u>Number of</u></p> <p><u>In -School</u> <u>Suspensions</u></p>	<p><u>2013 Expected</u> <u>Number of</u></p> <p><u>In- School</u> <u>Suspensions</u></p>					
	<p>14</p>	<p>10 or below</p>					
	<p><u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u></p> <p><u>In-School</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u></p> <p><u>In -School</u></p>					
	<p>12</p>	<p>10 or below</p>					
	<p><u>2012 Number of</u> <u>Out-of-School</u> <u>Suspensions</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u></p>					
	<p>4</p>	<p>10 or below</p>					
	<p><u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u></p> <p><u>Out- of- School</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u></p> <p><u>Out- of-School</u></p>					

	3	10 or below					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Essentials	K-5	PLC Leader	School-wide	September and then on-going Monthly		Counselor

	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
--	---	--	--	--	--	--	--

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

		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Health and Fitness Goal(s)

ADD ITIO NAL GOAL (S)	Pro ble m- So lvi ng Pro ces s to In cre ase St ud ent Ac hie ve me nt						

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

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>1. Additional Goal <u>Additional Goal #1:</u></p>	<p>1. Students not working on cardio vascular endurance. 2. Students not receiving 150 minutes of physical education.</p>	<p>1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.</p>	<p>1. Principal</p>	<p>1. Classroom walk-throughs Class schedules</p>	<p>1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teacher's schedules reflect</p>		
---	---	---	---------------------	---	---	--	--

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

					the remaini ng sixty (60) minute s of the mandat ed 150 Minute s of Elemen tary Phys. Ed.		
--	--	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-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 80% on the Pretest to 90% on the Posttest.	2012 Current Level	2013 Expected Level					
<p><i>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between</i></p>							

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

<i>the Pretest and Posttest.</i>						
	80%	90%				
	2. Health and physical activity initiatives developed and implemented by the Principal's designee.	2. Principal's designee	2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	2. PACE R test component of the FITNESSGRAM PACER for assessing cardiovascular health.	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

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

	3. Use of the play ground or fitness course equipment; walk/jog/run activities in designated areas and exercising to the outdoor activities such as the ones provided in the 150 Min	3. Physical Education Teacher	3. Lesson plans of Physical Education Teacher	3. PACE R test component of the FITNESSGRAM PACE R for assessing cardiovascular health.		
--	--	-------------------------------	---	---	--	--

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

	utes of Elem					
	Physical Education					
	folder on IDE AS.					

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)

Hillsborough 2012
Rule 6A-1.099811
Revised July 18, 2012

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

<p>ADD ITIO NAL GOAL (S)</p>	<p>Pro ble m- So lvi ng Pro ces s to In cre ase St ud ent Ac hie ve me nt</p>						
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>	<p>Ant cip ated Barri er</p>	<p>Strat egy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evalu ation Tool</p>		

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

<p>1. Additional Goal <u>Additional Goal #1:</u></p>	<p>1.1 Parents not checking the school website regarding SAC information. Parents not going through student's backpacks to review information on SAC.</p>	<p>1.1 The leadership team and SAC committee will include information on the school.</p>	<p>1.1 <u>Who</u> Principal Leadership Team SAC Committee</p>	<p>1.1 "Quick" informal surveys will be administered during the school year. The Leadership Team will aggregate the data.</p>	<p>1.1 End of Year School Climate and Perception Survey</p>		
--	--	---	---	--	--	--	--

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

The percent of parents who strongly agree with the indicator that "I am aware of the School Advisory Council (SAC) and its role" will increase from 40% in 2012 to 50% in 2013.	2012	2013					
	Current Level	Expected Level					
	40%	50%					

Continuous Improvement Goals Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July 18, 2012

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

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
--------------------	---	--	--	--	--	--

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

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	

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

<p>C. Students scoring proficient/satisfactory performance in Listening/Speaking.</p>	<p>1.1. Not all teachers have been trained on how to use effective ESOL strategies to differentiate their instruction to ELL students.</p>	<p>1.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the differentiated instruction strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum</p>	<p>1.1. ESOL resource teacher and administration will complete informal walk-through observations.</p>	<p>1.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p>	<p>1.1.</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit with data aggregated for ELL performance</p>	
--	--	--	--	--	---	--

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

		<p>assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from <u>61</u> % to <u>65</u> %.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking: 61%</u></p>					

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

		<p>1.2</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p>	<p>1.2</p> <p>ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>1.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs</p>	<p>1.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive</p>	<p>1.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for ELL performance</p>
--	--	---	--	---	---	---

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

					teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		1.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	1.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 5. Extended time (lesson and assessments) 6. Small group testing 7. Para support (lesson and assessments) 8. Use of heritage language dictionary (lesson and assessments)	1.3 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	1.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.3 <u>During the Grading Period</u> -Core curriculum end of core common unit
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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

<p>D. Students scoring proficient/satisfactory performance in Reading.</p>	<p>2.1 Not all teachers have been trained on how to use effective ESOL strategies to differentiate their instruction to ELL students.</p>	<p>2.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the differentiated instruction strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum</p>	<p>2.1. ESOL resource teacher and administration will complete informal walk-through observations.</p>	<p><u>2.1. Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/ courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p>	<p>2.1.</p> <p>-FAIR -CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit with data aggregated for ELL performance</p>	
---	--	--	--	---	--	--

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

		<p>assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from <u>41%</u> to <u>45%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Reading : 41%</u></p>					

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

		<p>2.2</p> <p>-Improving the proficiency of ELL students in our schools is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p>	<p>2.2</p> <p>ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons.</p> <p>-ERT models lessons using differentiated instruction.</p> <p>-ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>2.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs</p>	<p>2.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p>	<p>2.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common units with data aggregated for ELL performance</p>
--	--	--	--	---	--	---

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

					-Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		2.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	2.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 9. Extended time (lesson and assessments) 10. Small group testing 11. Para support (lesson and assessments) 12. Use of heritage language dictionary (lesson and assessments)	2.3 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms.	2.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2.3 <u>During the Grading Period</u> -Core curriculum end of core common unit
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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

<p>E. Students scoring proficient/satisfactory performance in Writing.</p>	<p>-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p><u>Strategy</u></p> <p>Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p><u>Action Steps</u></p> <p>-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.)</p> <p><u>Plan:</u></p> <p>-Professional Development for updated rubric courses</p> <p>-Professional Development for instructional delivery of mode-specific writing</p> <p>-Training to facilitate data-driven PLCs</p> <p>-Using data to identify trends and drive</p>	<p><u>Who</u></p> <p>Principal AP District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><u>How Monitored</u></p> <p>-PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)</p>	<p>School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and leadership team</p>	<p>Student monthly demand writes/formative assessments</p> <p>-Student daily drafts</p> <p>-Student revisions</p> <p>-Student portfolios</p>	
---	---	---	---	--	--	--

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

		<p>instruction</p> <p>-Lesson planning based on the needs of students</p> <p><u>Do:</u></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p> <p><u>Check:</u></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u></p> <p>-Receive additional professional development in areas of need</p> <p>-Seek additional professional</p>				
--	--	--	--	--	--	--

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

		<p>knowledge through book studies/research</p> <p>-Spread the use of effective practices across the school based on evidence shown in the best practice of others</p> <p>-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.</p> <p>-Plan ongoing monitoring of the solution(s)</p>				
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from <u>36%</u> to <u>40%</u>.</p>	<p><u>2012 Current Percent of Students Proficient in Writing : 36%</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and CTE/STEM.</p>	<p>1.1</p> <p>Need common planning time for math, science STEM teachers, with technology contact.</p>	<p>1.1</p> <p>-Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and following district curriculum maps.</p>	<p>1.1</p> <p>PLC</p> <p>Leadership Team</p> <p>Principal</p> <p>AP</p> <p>Science Contact</p>	<p>1.1</p> <p>Administrative walk-throughs</p>	<p>1.1</p> <p>Logging number of project-based learning lessons in math and science per nine weeks. Share data with teachers.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PLC Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	k-5	PLC Facilitator	School wide	On-going	Administrator walk-throughs	Administration

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

Based on the analysis of school data, identify and define

areas in need of improvement:

Anticipated Barrier

Strategy

Strategy Fidelity Check

Strategy Data Check

Evaluation Tool

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

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 1 in 2011-2012 to 3 in 2012-2013.

1.

Provide field trips to local businesses or CTE student competitions.

Log of CTE field.

2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.

Log of Middle School CTSOs visits.

3.

Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.

Log of Middle School presentations regarding CTE course options.

Log of career assemblies

Log of CTE special speakers

Career survey data

Elementary 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 Guidance, AP	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of career opportunities in core academic areas	k-5		k-5 Teachers	Great American Teach-In: November 15 th .	Reflection Letters	Grade Level teachers
Field Trips	k-5	AP, Team Leaders	k-5 Teachers	Grade Level Monthly PLCs	Reflections	Grade Level Teachers

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.)

Hillsborough 2012
Rule 6A-1.099811
Revised July 18, 2012

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading, Math, and Writing Goal 1.1	Professional Development Resources		753.00
Reading and Math Goal 1.1	Computer Crew	300.00	250.00
Reading and Math Goal 1.1	Stopwatches, digital camera, and SD Card	583.00	556.95
Writing Goal 1.1	SAC funds for student writing incentives	120.00	66.82
Science Goal 1.1	Versatiles	1700.00	1695.00

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

Final Amount Spent	3321.23		
--------------------	---------	--	--