FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Thonotosassa	District Name: Hillsborough
Principal: Cheryl Dafeldecker	Superintendent: Mary Ellen Elia
SAC Chair: Darlene Nobles	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Cheryl Dafeldecker	B.A. Elementary Ed M.S. Ed. Leadership, Gifted K-12, ESOL	1	20	10/11 B 77 %AYP, 09/10 A 79 %AYP, 08/09 A 90 %AYP
Assistant Principal	Kayla Forcucci	B.S. Elementary Ed., M.A. Ed. Leadership 1-6, ESOL	3	4	10/11 C 79% AYP, 09/10 B 87% AYP, 08/09 100% AYP

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Tammy Dodson	B.S. Elem. Educ., M.A. Ed. Leadership 1-6, ESOL	3	3	11/12/ D,10/11 C 79% AYP, 09/10 B 87% AYP, 08/09 100% AYP
Reading Resource	Darlene Nobles	Ph.D. NBCT, Early Childhood ED., Elem. Educ. 1-6, Admin./Supervision All Levels	6	6	11/12/ D, 10/11 C 79% AYP, 09/10 B 87% AYP, 08/09 100% AYP
Science Resource	Joseph Song	B.S. Elem. Educ, M.A. Ed. Leadership, ESOL	0	1	11/12/A, 10/11 B 85%, 09/10 77% D, 08/09 A 79%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Days	General Directors	June 2013
2. District Mentor Program	District Mentors	Ongoing
3. District Peer Program	District Peers	Ongoing
4. School-based teacher recognition system	Principal	Ongoing
5. Opportunities for teacher Leadership	Principal	Ongoing
6. Regular time for teacher collaboration	Principal	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. Administrators –They meet with the teachers 4 times a year to discuss progress on: • Preparing to take the certification exam • Completing classes for certification • Provide substitute coverage for teachers to observe others/discussing what was learned Academic Coaches • Co-planning, modeling, observes and conference, meeting with teacher on regular basis PLC/Liaisons • Attend PLC meetings regularly for on-going adult learning, striving to understand and how they can grow which improves learning for all.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
37	1	11	11	14	17	85	1	2	29

Teacher Mentoring Program/Plan

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

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Barnes	A. Gluth/K.Fewox	Support and assist with implementation of district and school	Regularly assessing progress towards completion of TIP/Daily support within the classroom.
Kelly Jackson	E. Underhill/A. Addison	Support and assist with implementation of district and school-wide goals	Regularly with to support district and school –wide goals.

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through after school and summer programs, effective teachers through professional development, content resources teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and supports students and families. The advocate works with teachers and other programs to ensure that the needs of migrant students are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher t raining. In addition, the funds are utilized in the Salary Differential Program at Rennaissance schools.
Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKenney-Vento Act to eliminate for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches and extended learning opportunities.
Violence Prevention Programs Anit-bullying program, Model school for PBS (Positive Behavior Systems), and School-wide Monthly Character Education
Nutrition Programs N/A
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A

Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Cheryl Dafeldecker-Coordinator, Kayla Forcucci -Teacher Support Liaison, Kelly Jackson, Psychologist, Aimee Addison- Facilitator , Darlene Nobles, Content Specialist,Tammy Dodson, Data Consultant, Suzanne Motl – Adhoc, Kathy Smedley-Consultant, Craig Burkhard-Adhoc. Joseph Song, -Adhoc.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
  The MTSS leadership team meets twice each month to oversee the multi-tiered system of support. The team reviews school-wide data to address the progress of low-performing students and determine the enrichment and accelerations needs of high performing students. The major goal is for all students to achieve one year of growth and improve other long term outcomes (i.e., behavior, attendance, etc.). The team uses the collaborative culture Problem Solving Model and all decisions are guided by the review and analysis of student data.
  Our MTSS uses the problem solving process to: oversee the service delivery of tier I core instruction for all students; tier II, supplemental instruction, and tier III intensive instruction. Upon review of student data, recommend, coordinate and implement supplemental services (tier II and tier III) that match students' non-mastery of skills through:
  • **Tutoring during the day in small group within the reading and math blocks.**
  • **PLC meetings with special resource personnel for additional strategies and skills ideas**
  • **Members relate meeting information to Literacy Leadership Team (LLT) when they meet**
  • **Helps to identify professional development needs of teachers that align with the SIP.**
  • **PSLT bi-weekly meetings to collaborate and to move initiatives forward.**
MTSS determines scheduling needs, curriculum materials of data identified needs of students. Data walls are being kept electronically by the MSTT grade level Liaison. It reviews and interprets that student data which includes attendance, academic, and behavioral data. Each 9 weeks PSLT assists in the evaluation of teacher fidelity data as well as student achievement data.   There are PLC collection data sheets that are reviewed by PSLT to ensure PLCs are engaged in data collection review and implementation of researched based strategies and skills. Supportive and collaborate work with PLCs to ensure C-CIM and F-CIM are being implemented with fidelity. PSLT works with additional committees and Literacy Leadership Team to communicate initiatives between PLCs and PSLT (MSTT).

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?   **The SAC Chair is a member of the MTSS Leadership Team and the Literacy Leadership Team. The administration, leadership team, teachers and SAC are involved in the process of developing the School Improvement Plan. The large part of the work of the team is outlined in the Expected Improvement/Problem Solving Process section, along with it relating to professional development in order to achieve school-wide goals in the content areas of Reading, Math, Writing and Science. This includes our attendance issues and behaviors.**
MTSS Implementation
Using data gathered from PLC Feedback forms, fidelity checks, common assessments, FAIR data, I-station data, Success Maker Data, and formative grade level assessments in math and reading) (forms A,B, and C). MTSS uses the Problem Solving model to target specific students that need more intensive interventions who may need to be on Tier III and progress monitored more closely.
Describe the plan to train staff on MTSS. Training of data collection and progress monitoring will begin in early September and grade level liaisons will be assigned for support in PLCs and to identify any concerns that need to be brought back to the MTSS Leadership Team.. The school psychologist and the guidance counselor will train grade levels MTSS Liaisons in becoming the support personnel for PLCs that also aligns that with the MSTT. Data walls are responsibility of the liaisons to update and share with teachers during PLCs.
Describe the plan to support MTSS. Progress Monitoring of fidelity/data checks as facilitated by administration, liaison, and resource personnel.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Reading Resource Teacher, Reading Coach, Media Specialist, team leaders for k-5. Guidance Counselor and Assistant Principal.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of MTSS (PSLT). Literacy team members share data on reading and provide ideas for specific professional development for grade level teachers. The Literacy Team aligns with MTSS because of the data that is shared on language arts. The principal ensures that time is provided for the LLT to collaborate and share data with staff members, parents and students.
What will be the major initiatives of the LLT this year? To ensure that implementation and evaluation of the SIP reading goals/strategies across the content area is carried out. To provide appropriate professional development for addressing the needs of the students To collect, analyze and share data on-going with grade levels To ensure that the K-12 District Reading Plan is implemented (reading block) To train all K-1 teachers in CCSS and implement the CCSS for K-1 To train 2-5 teachers in close reading and text complexity through professional development. To have the Reading Coach and Reading Resource to train in the fall and support the implementation of close reading and the understanding of complex texts To inform parents about CCSS and the increase in rigor with regards to reading (across other contents too).

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Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

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

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

N/A

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

N/A

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

N/A

Postsecondary Transition
August 2012
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Revised April 29, 2011

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: In grades 3-5, the percentage of standard curriculum students scoring at a proficient level 3 or higher on the 2012 FCAT 2.0 Reading will increase from 46 to 51.	2012 Current Level of Performance 46	2013 Expected Level of Performance: * 51	1.1. -Lack of common planning time to plan as a team -Lack of using reading calendar -Lack of enough time for PLCs. -New team members at grade level -Lack of understanding data and how to apply it to instruction - Lack of time to obtain additional resources	1A.2. Common Core Reading Strategy Across all Content Areas -Using higher level questioning are necessary to scaffold students' understanding of complex texts. -Teachers need to know how to incorporate text dependent questions and have students reread to find answers. Using Blooms and Costa models for teachers. - Implementation of Comprehension Tool Kit to increase metacognition for increasing comprehension. - Attaining deeper understanding of texts that are more complex through teachers modeling, supporting and gradually releasing the task to the students.	1A.2. - Who – -Classroom teacher of reading -Principal, AP, -Instructional Reading Coach, --Resource Reading Teacher, -Peer Evaluators/Mentors -Area Generalist -Reading DRT - How – Revised PLC logs turned in with feedback from PSLT Data Checks with Instructional Coach. - Reading PLC logs - Reading Coach walk through - PLC Logs are recorded and turned into administration. -Fidelity checked are conducted - Data is shared at PLC with grade level Liaison who reports to M Tss.	1A.2. Teacher Level -Teacher will use agreed upon charts and graphs to track assessments for progress monitoring. - Teachers use the on-line grading system data to calculate the students' progress. Standard Waiver for all students to received mid-term progress reports is in place for the 2012-2013 school year PLC Level -PLCs use common assessment data, FAIR data, running records and teacher observation to analyze and drive instruction. -PLCs chart their grade level achievements and decide where instruction should go, including MTSSinstruction to increase progress by all students. Leadership Team -Data is analyzed and suggestions are made. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development	1.1. - 3x per year FAIR - 2x times per year DRA2 - On-going running records - Success Maker Reading for specific monitoring of growth - Easy CBM- Common grade level assessments including (pre and post tests, end of unit tests and other formative assessements, A. B, and C forms).
			1A.2.-Teachers knowledge base of this strategy needs professional development. Training for this strategy will begin 2012-2013. -Training and support all content area teachers.	1A.2. Common Core Reading Strategy Across all Content Areas -Using higher level questioning are necessary to scaffold students' understanding of complex texts. Teachers need to know how to incorporate text dependent questions and have students reread to find answers. Using Webb's, Blooms and Costa models for teachers,	1A.2. - Who – Classroom teacher of reading Principal, AP, Instructional Reading Coach, Resource Reading Teacher, Peer Evaluators How – Revised PLC logs turned in with feedback from PSLT Data Checks with Instructional Coach.	1A.2. Teacher Level -Teacher will use agreed upon charts and graphs to track assessments for progress monitoring. - Teachers use the on-line grading system data to calculate the students' progress. Standard Waiver for all students to received mid-term progress	1A.2. - 3x per year FAIR - 2x times per year DRA2 - On-going running records - Success Maker Reading for specific monitoring of growth - Easy CBM - Common grade level assessments including (pre and post tests, end of unit tests and other formative assessements,

			Attaining deeper understanding of texts that are more complex involves teachers modeling, supporting and gradually releasing the task to the students.	How : - Reading PLC logs - Reading Coach walk through - PLC Logs are recorded and turned into administration. -Fidelity checked are conducted - Data is shared at PLC with grade level Liaison who reports to MSTT.	reports is in place for the 2012-2013 school year <u>PLC Level</u> -PLCs use common assessment data, FAIR data, running records and teacher observation to analyze and drive instruction. -PLCs chart their grade level achievements and decide where instruction should go, including MSTT instruction to increase progress by all students. <u>Leadership Team</u> -Data is analyzed and suggestions are made. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development	A.B, and C forms).
		1A.3. Lack of common planning time to plan as a team -Lack of using reading calendar -Lack of enough time for PLCs. -New team members at grade level -Lack of understanding data and how to apply it to instruction - Lack of time to obtain additional resources	1A.3. -<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 text, (2)asking higher order thinking questions	1A.3. Who – Classroom teacher of reading Principal, AP, Instructional Reading Coach, Resource Reading Teacher, Peer Evaluators How – Revised PLC logs turned in with feedback from PSLT Data Checks with Instructional Coach. How : - Reading PLC logs - PLC Logs are recorded and turned into administration. -Fidelity checked are conducted - Data is shared at PLC with grade level Liaison who reports to MTSS.	1A.3. <u>Teacher Level</u> -Teacher will use agreed upon charts and graphs to track assessments for progress monitoring. - Teachers use the on-line grading system data to calculate the students' progress. Standard Waiver for all students to received mid-term progress reports is in place for the 2012-2013 school year. <u>PLC Level</u> -PLCs use common assessment data, FAIR data, running records and teacher observation to analyze and drive instruction. -PLCs chart their grade level achievements and decide where instruction should go, including RtI instruction to increase progress by all students. <u>Leadership Team</u> -Data is analyzed and suggestions are made. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development	1A.3. - 3x per year FAIR - 2x times per year DRA2 - On-going running records - Success Maker Reading for specific monitoring of growth - Easy CBM- Common grade level assessments including (pre and post tests, end of unit tests and other formative assessements, A.B, and C forms).

1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**			1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1. See Goals 1, 2 and 3 above.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: In grades 3-5, the percentage of the standard Reading Curriculum scoring level 4 or higher on the 2013 FCAT 2.0 will increase from 22% to 32%.	2012 Current Level of Performance:* 22	2013 Expected Level of Performance:* 25					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3A: Points earned from students making learning gains on the 2012 FCAT 2.0 Reading will increase From 62 to 66 points.	2012 Current Level of Performance:* 62	2013 Expected Level of Performance:* 66	3A.1. PLCs struggle with how to include all content areas for data analysis. Additional times through standard waivers will allow more collaboration, and training.	3A.1. Students in core reading instruction will be challenged by incre4asing the usage of HOT questions. Students' complexity levels of text will increase with the knowledge of close reading strategies. Teachers will reacquaint students with Reciprocal Teaching Strategies.	3A.1. Who – Classroom teacher of reading Principal, AP, Instructional Reading Coach, Resource Reading Teacher, Peer Evaluators How – Revised PLC logs turned in with feedback from PSLT Data Checks with Instructional Coach. How : - Reading PLC logs - PLC Logs are recorded and turned into administration. -Fidelity checked are conducted - Data is shared at PLC with grade level Liaison who reports to MTSS.	3A.1. Teacher Level -Teacher will use agreed upon charts and graphs to track assessments for progress monitoring. - Teachers use the on-line grading system data to calculate the students' progress. Standard Waiver for all students to received mid-term progress reports is in place for the 2012-2013 school year. PLC Level -PLCs use common assessment data, FAIR data, running records and teacher observation to analyze and drive instruction. -PLCs chart their grade level achievements and decide where instruction should go, including RtI instruction to increase progress by all students. Leadership Team -Data is analyzed and suggestions are made. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development	3A.1. - 3x per year FAIR - 2x times per year DRA2 - On-going running records - Success Maker Reading for specific monitoring of growth - Easy CBM- Common grade level assessments including (pre and post tests, end of unit tests and other formative assessements, A.B, and C forms).
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.

			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. – Teachers scheduling Reading Coach to model best practice for lower quartile students. -Finding appropriate but challenging materials for struggling students.	4A.1. Strategy Across All Content Areas =Student achievement improves through teachers' collaboration with reading coach in differentiated instruction and guided reading. -Reading coach supports CCSS by modeling standards to support those students. - MTSS incorporates intensive instruction on targeted areas of weakness. -Weekly planning sessions to support teachers with well developed instruction for students. - Additional time on computer (I-station, Success Maker).	4A.1. Who – Classroom teacher of reading Principal, AP, Instructional Reading Coach, Resource Reading Teacher, Peer Evaluators How – Revised PLC logs turned in with feedback from PSLT Data Checks with Instructional Coach. How : - Reading PLC logs - PLC Logs are recorded and turned into administration. -Fidelity checked are conducted - Data is shared at PLC with grade level Liaison who reports to MTSS.	4A.1 -Tracking of reading coaches log of modeling in classrooms. - Administrative walk through . Teacher Level -Teacher will use agreed upon charts and graphs to track assessments for progress monitoring. - Teachers use the on-line grading system data to calculate the students' progress. Standard Waiver for all students to received mid-term progress reports is in place for the 2012-2013 school year. PLC Level -PLCs use common assessment data, FAIR data, running records and teacher observation to analyze and drive instruction. -PLCs chart their grade level achievements and decide where	4A.1 - 3x per year FAIR - Common Assessments - Data chats with AP - Reading Formative Assessments A,B, and C.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Reading will increase from 76 to 80 points.	2012 Current Level of Performance:* 76	2013 Expected Level of Performance:* 80					

						instruction should go, including MTSS instruction to increase progress by all students. PLC Feedback logs <u>Leadership Team</u> -Data is analyzed and suggestions are made. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development	
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 45	**50**	**60**	**65**	**70**	**75**	**80**
Reading Goal #5A: The percentage of students not achieving their performance targets will decrease by 5% each year until reaching the set annual measurable goal.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1.	5B.1 See goals 1, 3, & 4.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT 2.0Reading will increase from 47% to 52%. The percentage of Black students scoring proficient/satisfactory on the 2013 FACAT 2.0 reading will increase from 47% to 52%.	2012 Current Level of Performance:* White:48 Black:36 Hispanic:33 Asian: American Indian: 2013 Expected Level of Performance:* White:53 Black: 42 Hispanic:40 Asian: American Indian:						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. -Improving the proficiency of ELL students is of high priority. -The majority of the teachers are unfamiliar with this strategy. - Communication with families are problematic because of language. -Teachers providing support for varying levels of English language acquisition and acculturation is not consistent across core curriculum. -Teacher are unfamiliar with implementation of CALLA.	5C.1. -. To address the barrier, the school will provide opportunity for the bilingual assistant to meet with the teachers and providing assistance with dictionaries, meeting with students and being available for conferences with parents during conference nights. -ELLs (Lys/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) across contents (subjects). -Use rebus pictures, gestures, graphic organizers and other visuals to explain concepts. -Specifically pinpoint and teach academic language to enable ELL students to complete a task.	5C.1. Who -School administration -ESOL assistant -Teachers How -Administrative walk -throughs -The CALLA Handbook and checklist	5C.1. . Teacher Level -Teachers reflect on lesson outcomes of ELL students to compare progress and to use for future instruction - Teachers use the on-line grading system data to calculate the students' progress. Standard -Waiver for all students to received mid-term progress reports is in place for the 2012-2013 school year. PLC Level -PLCs use common assessment data, FAIR data, running records and teacher observation to analyze and drive instruction. -PLCs chart their grade level achievements and decide where instruction should go, including MSTT instruction to increase progress by all students. PLC Feedback logs Leadership Team -Data is analyzed and suggestions are made following the ELL students. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development.	5C.1. -FAIR -CELLA -Common Assessments -Formative Assessments(A, B, and C)
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT 2.0 Reading will increase from 23% to 25%.	2012 Current Level of Performance:* **23**	2013 Expected Level of Performance:* **25**					
			5C.2. – The majority of the teachers are unfamiliar with CELLA and depend on the Bilingual assistant . -Differentiating for ELL students is daunting and difficult with the varying languages and levels.	5C.2. -ELLs (LYA, LYB, &LYC) comprehension of reading CCSS will increase students acquisition of English through the use of A+ Rise strategies located on IDEAS (district web-site)under Programs for ELL. -Bi-lingual assistant will provide information to teachers regarding A+ Program for ELL students.	5C.2. Who -School based administrators - District Resource support How -Administrative walk-through - CRISS walk-through forms	5C.2. Teacher Level -Teachers reflect on lesson outcomes and the use of this knowledge to evaluate how ELL students are doing. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and /or individual ELL SMART goal. PLC Level -PLCs chart their grade level achievements and decide where instruction should go, including	5C.2. FAIR -CELLA -Common Assessments -Formative Assessments(A, B, and C)

					MSTT instruction to increase progress by all students. PLC Feedback logs <u>Leadership Team</u> -Data is analyzed and suggestions are made following the ELL students. -Data is used to drive teacher support by Coach, and Resource Teacher and professional development -	
		5C.3. –Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing. -Only a single paraprofessional to serve varying levels of ELL .	5C.3. ELLs (LYA,LYB & LYC) comprehension of course contents/standards improves through participation in the following day-to-day accommodations on core content and district assessments across content and district assessments across reading. 1. Extended time (lesson and assessments) 2. 2. Small group testing 3. 3. Para support (lesson and assessments) 4. 4. Use of Heritage Language dictionary.	5C.3. <u>Who</u> -Administration -Classroom teachers <u>How</u> -Walk-throughs -ELL Checklists - MSTT fidelity checks	5C.3. Analyze core curriculum and district level assessments for ELL students . Correlate to accommedations to ascertain the most effective approach to support diversity of students, and language.	5C.3. During the Grading Period -Core curriculum and of core common units - FAIR 3x per year -CELLA assessments
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. <u>Reading Goal #5D:</u> -the percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT2.0 in Reading will increase from 22% to 24%.	<u>2012 Current Level of Performance:*</u> 22 / <u>2013 Expected Level of Performance:*</u> 24	5D.1. -Need to provide a school organizational structure and procedure for regular and on-going review of students' IEPs by both the general education and the ESE teachers. .	5D.1. -SWD students will make progress through the effective and consistent implementation of students' IEP goals, strategies, modification and accommodations. - Throughout the school year, teacher of SWD students review students' IDP goals to ensure that IEPs are implemented correctly and consistently and with fidelity. -teachers both individually and in PLCs work to improve upon both individually and collectively, the ability to effectively implement IEPs/SWD Strategies and modifications into lesson. -Teachers will incorporate any	5D.1. <u>Who</u> -Principal -Assistant Principal -ESE Specialist <u>How</u> -IEP Progress Reports which are reviewed by AP.	5D.1. <u>Teacher Level</u>	5D.1.

			modifications, and accommodations for IEP students consistently for assessments and FCAT 2.0 reading test.			
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. See goals 1, 2, & 3.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT 2.0 reading will increase from 43 to 47 points.	2012 Current Level of Performance:* 43	2013 Expected Level of Performance:* 47					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching Strategies	K-5	Reading Coach/ Resource Teacher/ District DRT	School Wide	October/faculty meeting 2x	Individual teachers/evidence of usage by anchor charts/ students reading logs	Classroom teachers Administration by walk-throughs
Close Reading (Complex Text)	K-5	Reading Coach/Reading Resource Teacher District DRT	School Wide	November/Early Release Days 3x	On-going trainings as needed by grade level/evidence of anchor charts/ student reading logs	Classroom teachers Administration by walk-throughs
5 Day Vocabulary Plan	1-5	Reading Coach/Reading Resource Teacher/ District DRT	School Wide	PLC grade level meetings 2x	Evidence of students vocabulary updated on word walls and sketches of vocabulary in reading notebooks	Classroom teachers Administration by walk-throughs

Include only school-based funded activities/materials and exclude district funded activities/materials.

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Include only school funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reciprocal Teaching Strategies	Reading Coach and Reading Resource	No funding needed	
Close Reading (Complex Text)	Reading Coach and Reading Resource	No funding needed	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
5 Day Vocabulary Plan	Reading Coach and Reading Resource	No funding needed	
			Subtotal:
			Total:
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District writing trainings (i.e.,Moodle)	Writing trainings offered by the writing dept.	District	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
District Rubric Training	Writing trainings	District	
Subtotal:			
Total:			

Reading Budget (Insert rows as needed)

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: The percentage of CELLA students scoring proficient/satisfactory on the 2013 CELLA Test in listening and speaking will increase from 53% to 56%.	2012 Current Percent of Students Proficient in Listening/Speaking: **53**	1.1. -increased number of students to serve across many grade levels by ELL paraprofessional	1.1. - Additional opportunities to listen and speak the English language in the classroom.	1.1. - Classroom Teachers - Administration through walk-throughs	1.1. Teacher Level - Informal observations of student participation in groups - Informal observation of students within peer groups using English to communicate -Grade Level PLCs	1.1. -FAIR -CELLA Test -Running Records -Fluency checks
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: The percentage of CELLA students scoring proficient/satisfactory on the 2013 CELLA Test in reading will increase from 33% to 36%.	2012 Current Percent of Students Proficient in Reading: 33	2.1. - Increased number of students to serve across many grade levels by ELL paraprofessional	2.1. -Usage of core reading curriculum and the ELL support materials -Heritage dictionary	2.1 -Classroom teacher	2.1. Teacher Level -Running records -comprehension checks in ELL Support materials of core reading program -Fluency checks - Grade level PLCs	2.1. -FAIR -CELLA Test -Unit tests -on-going running records - DRA 2
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: The percentage of CELLA students scoring proficient/satisfactory on the 2013 CELLA Test in writing will increase from25 to 28 points.	2012 Current Percent of Students Proficient in Writing : 25	2.1 -Increased number of students to serve across many grade levels by ELL paraprofessional .1	2.1. -Writing workshop model -STAR interviews -Individual conferences -Heritage dictionary for support in writing and converting from a different language to English -Paraprofessional for translation Support of students	2.1. - Classroom teacher -Adminsitration	2.1. -monthly demand writes -writers' workshop notebooks -STAR interviews - student conferences	2.1. -District Demand writes -CELLA
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

End of CELLA Goals

Elementary Mathematics Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal 1A: In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT 2.0 will increase from 33% to 50%.	2012 Current Level of Performance:* 33	2013 Expected Level of Performance:* 50	1A.1. -Teachers at various levels of understanding of differentiated instruction -Need for additional training with Go Math - Incorporating the problem solving strategies -Teachers are not aware of how to increase the in-depth understandings and rigor necessary to meet the new Common Core Standards and the NGSSSS.	1A.1. -Teach problem solving strategies on how to read math word problems and apply strategies. -Implement HOT Talk Cool Moves after training - Teacher models for students how to read word problems and the steps involved . - Students show their work by using a math journal. - Students discuss in detail the strategies they use to solve the math word problems (Turn and Talks in math, shoulder partners, and small problem solving).	1A.1. -Administration -Math DRT -PLCs	1A.1 Who -Administrative Walk-through -Data checks with Admin. - DRT walk-throughs -PLC data chats How PLC Feedback logs turned into administration and/or coach -PLCs received feedback -Data collected through assessments is checked to see the progress of strategy implementation .	1A.1. 4x per year District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 Benchmark mini assessments

			1A.2. Teachers at various levels of understanding of differentiated instruction -Need for additional training Higher order questioning - Incorporating the problem solving strategies -Teacher are not aware of how to increase the depth and rigor necessary to meet the new common core standards and the NGSSSS	1A.2. -Student math achievement improves through frequent participation in higher order questions and thinking activities to To make transparent their processing skills Action Steps -Students are presented with prompts for solving math in small groups using specific math strategies. - Teachers will implement the use of GCGs (Global Concept Goals) with students and students will develop an understanding of the GCG .	1A.2. -Administration -Math DRT -PLCs	1A.2. Administrative Walk-through -Data checks with Admin. - DRT walk-throughs -PLC data chats How PLC Feedback logs turned into administration and/or coach -PLCs received feedback -Data collected through assessments is checked to see the progress of strategy implementation .	1A.2 -. 4x per year District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 -Benchmark mini assessments
			1A.3. -Teachers at various levels of being comfortable with hands-on math manipulations of materials. -Need time to plan more involved activities. -Need additional training in computer math programs	1A.3. -Students will improve through the use of technology and practice of on-line assessments.	1A.3. -Administration -PLCs -Technology Teacher	1A.3. Data checks with Admin. -Admin. Walk-throughs -PLC data checks How PLC Feedback logs turned into administration and/or coach -PLCs received feedback -Data collected through assessments is checked to see the progress of strategy implementation	1A.3. -. 4x per year District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 -Benchmark mini assessments -
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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

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Elementary School Mathematics Goals

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

Based on the analysis of student achievement data areference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: . In grades 3-5, the percentage of Standard Curriculum students scoring a level 4 or higher on the 2012 FCAT 2.0 will increase from 15% to 25%.	2012 Current Level of Performance:* 15	2013 Expected Level of Performance:* 25	See goals 1a, 2, and 3				
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	N/A				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. -Teacher willingness to seek additional trainings and support. -Scheduling time for grade level meetings to discuss data on lower quartile students -Teachers at various comfort levels of implementing differentiated instruction for math.	3A.1. Strategy -DRT to provide Lesson Study for teachers Action Steps -Plan lessons with DRT -DRT Models lessons with teachers note taking and close observations - DRT using Coaching cycles -	3A.1. -Administration -District DRT -PLCs -PSLT (MTSS) team	3A.1. -Informal walk-through by Admin. -DRT walk-through of teachers using strategies -PLC Feedback Logs	3A.1. . -. 4x per year District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 -Benchmark mini assessments -Grade level common assessments -Informal teacher observation and reflection
Mathematics Goal #3A: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Math will increase from 46 to 51	2012 Current Level of Performance:* 46	2013 Expected Level of Performance:* 51					
			3A.2. -Teacher willingness to seek additional trainings and support. -Scheduling time for grade level meetings to discuss data on lower quartile students -Teachers at various comfort levels of implementing differentiated instruction for math.	3A.2. -School wide trainings in math Action Steps -Teacher collaboration with each other on ways to differentiate math -Teachers implement strategies learned from training -Teachers reflect on the effectiveness of lessons -Teachers ask for DRT for support	3A.2. -Administration -District DRT -PLCs -PSLT (MTSS) team	3A.2. -Informal walk-through by Admin. -DRT walk-through of teachers using strategies -PLC Feedback Logs	3A.2. . -. 4x per year District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 -Benchmark mini assessments -Grade level common assessments - Informal teacher observation and reflection
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: **Points earned from students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Math will increase from 56 to 62 points.**	2012 Current Level of Performance:* 56	2013 Expected Level of Performance:* 62	4A.1. Teacher willingness to seek additional trainings and support. -Scheduling time for grade level meetings to discuss data on lower quartile students -Teachers at various comfort levels of implementing differentiated instruction for math. - Not all teachers are comfortable with problem solving strategies for the lowest quartile and how to remediate.	4A.1. Strategy -Teachers are trained in HOT Talk and Cool Moves early in the fall. -Lesson study with planning lessons, model lesson techniques, and coaching cycles will increase teacher effectiveness with lowest quartile.	4A.1. -District Resource Teacher for Lesson Study -Administration for math walk-through -PLC for review of unit tests, additional strategies, and progress monitoring. -Teachers for their effectiveness with reflection on instruction and data from common assessments.	4A.1. -PLC Liaison will share data with PSLT (MTSS) -Administration will meet with teachers for data chats. -Informal walk-through by Admin. -DRT walk-through of teachers using strategies -PLC Feedback Logs turned into administration.	4A.1. . -. 4x per year-District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 -Benchmark mini assessments -Grade level common assessments - Informal teacher observation and reflection
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 29	**33**	**44**	**55**	**66**	**77**	88
Mathematics Goal #5A: The percentage of students not achieving their performance targets will decrease by 5% each year until reaching the set annual measurable goal.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier See goals 1,3, &4	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1. -Improving the proficiency of ELL students is of high priority. -The majority of the teachers are unfamiliar with this strategy. - Communication with families is problematic because of language. -Teachers providing support for varying levels of English language acquisition and acculturation is not consistent across core curriculum. -Teacher are unfamiliar with implementation of CALLA - Administration at varying regarding use of CALLA/in order to effectively conduct fidelity checks walk-through.	5C.1. -ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math. -DRT will support teachers of math with strategies for ELL students.	5C.1. -Teachers of ELL students -Administration -DRT	5C.1 PLC Liaison will share data with PSLT (MTSS) -Administration will meet with teachers for data chats. -Informal walk-through by Admin. -DRT walk-through of teachers using strategies -PLC Feedback Logs turned into administration.	5C.1. 4x per year District Baseline and Mid-year Testing -Chapter tests -District Formative Assessments Form 1 and Form 2 Benchmark mini assessments	
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 Math FCAT 2.0 will increase from 50% to 55%.	2012 Current Level of Performance:* **50**						
	2013 Expected Level of Performance:* **55**						
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		5D.1. The percentage of students not achieving their performance targets will decrease by 5% each year until reaching the set annual measurablegoal.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal 5D The percentage of SWD students scoring at the proficient/satisfactory on the 2013 FCAT 2.0 in Math will increase from 24 to 32 points..	2012 Current Level of Performance:* **24** / 2013 Expected Level of Performance:* **32**	See goals 1,3, & 4				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**						
Mathematics Goal #5B: The percentage of students scoring proficient/satisfactory on the 2013 FCAT 2.0 Math will increase from 33% to 41%	2012 Current Level of Performance:* White:36 Black:26 Hispanic:36 Asian: American Indian: / 2013 Expected Level of Performance:* White:45 Black: 28 Hispanic:45 Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT 2.0 Math will increase from 31 to 35.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See goals 1,3, & 4				
	31	35					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goal

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

2012-2013 School Improvement Plan- Thonotosassa Elementary

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1. See goals 1,3, & 4	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: The points earned from students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Math will increase from 56 points to 62 points.	2012 Current Level of Performance:* 56	2013 Expected Level of Performance:* 62					
			4A.2. -Scheduling enough time for math RtI support. - Teachers understanding of differentiated instruction (DI) to meet needs in math.	4A.2. Using data collected to meet with small groups through DI	4A.2 -Administration. -Classroom teachers Administrative walk-throughs -AP Data checks with teachers	4A.2. -Tracking of data through chapter tests during PLCs -teacher informal observations	4A.2. -Common Assessments -2x per year district assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

2012-2013 School Improvement Plan- Thonotosassa Elementary

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1. N/A	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

<u>**Florida Alternate Assessment High School Mathematics Goals**</u>

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

2012-2013 School Improvement Plan- Thonotosassa Elementary

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1. N/A	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.* Based on ambitious but a Objectives (AMOs), ide performance targe	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: *Enter narrative for the goal* Based on the analysis of reference to "Guiding Q areas in need of improvem			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
3B. Student subgroup Black, Hispanic, Asian **making satisfactory p** Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*							

End of Florida Alternate Assessment High School Mathematics Goals

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.		3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.		3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of*					

	performance in this box.	*performance in this box.*			
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American					

2012-2013 School Improvement Plan- Thonotosassa Elementary

	Indian:	Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hot Topics and Cool Moves	K-5	DRT	School-wide	Sept./Oct. 2012	Individual Classroom teachers and evidence of implementation by math notebooks	Classroom teachers and administration by classroom walk-throughs
Lesson Study	K-5	DRT	School-wide	October through May 2013	Checking with grade level teams for monitoring for effective implementation	Classroom teachers and administration by walk-throughs
Go- Math updates	K-5	Math Contact	School-wide	August – May 2013	Checking with grade level teams for monitoring for effective implementation	Classroom teachers, Math Contact Person, and administration walk-throughs

2012-2013 School Improvement Plan- Thonotosassa Elementary

<u>Mathematics Budget</u> (Insert rows as needed)

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: The percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Science will increase from 37% to 41%	2012 Current Level of Performance:* 37	2013 Expected Level of Performance:* 41	1A.1. -Teacher at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate science experiment. - Lack of time for PLCs to meet for science	1A.1. Strategy -Students science skill will improve through participation in the 5E instructional model -Teach4ers will attend Science training and share 5E Instructional Model with PLCs. -PLCs will develop SMART goals based on unit tests for more effective instruction. The science resource teacher will model and support classroom teachers with the 5E instructional model, and use the gradual release of responsibility to the teachers.	1A.1. - Administration -Classroom teacher -Science Resource Teacher Classroom walk-throughs observing this 5E model of instruction	1A.1. -teachers will reflect on lesson outcomes and use the knowledge to drive future instruction based on student needs. -Teachers use the on-line grading system data to calculate students' progress..	1A.1. -3x per year district level baseline and mid-year tests. -Science Logs -Common grade level assessments --Unit assessments
			1A.2. -Teacher at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate science experiment. - Lack of time for PLCs to meet for science	1A.2. Strategy -Understanding the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, (scientific processing, lab experiments, and use of technology	1A.2. -Administration -Classroom Teacher -Science Resource Teacher	1A.2. -Teachers will reflect on lesson outcomes and use the knowledge to drive future instruction based on student needs. -Teachers use the on-line grading system data to calculate students' progress..	1A.2. -3x per year district level baseline and mid-year tests. -Science Logs -Common Grade Level Assessments -Unit assessments
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			1B.1. - Teacher at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate science experiment. - Lack of time for PLCs to meet for science	1B.1. Strategy -Students science skill will improve through participation in the 5E instructional model -Teachers will attend Science training and share 5E Instructional Model with PLCs and learn how to enrich those higher achieving students with complex text -PLCs will develop SMART goals based on unit tests for more effective instruction. The science resource teacher will model and support classroom teachers with the 5E instructional model, and use the gradual release of responsibility to the teachers -Enriching texts at challenging levels for students to use "close reading" strategies with. -Debriefing with students after reading to ask HOT questions for deeper understanding. -Science Resource Teacher will provide challenging problem solving opportunities while teaming with classroom teacher to enrich those students.	1B.1. - Administration -Classroom Teacher -Science Resource Teacher	1B.1. Teachers will reflect on lesson outcomes and use the knowledge to drive future instruction based on student needs. -Teachers use the on-line grading system data to calculate students' progress..	1B.1. 3x per year district level baseline and mid-year tests. -Science Interactive Notebook -Common Grade Level Assessments -Unit assessments -
Science Goal #1B: The percentage of students scoring a Level 4 or higher on the 2013 FCAT 2.0 Science will increase from 8% to 10%.	2012 Current Level of Performance:* 8	2013 Expected Level of Performance:* 10					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.		2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Training	K-5	DRT	School Wide	September 2012		
Inquiry Mondays	K-5	Science Resource Teacher	School Wide	August 2012	Evidence of increased science discussions Classroom word walls/and Interactive Science Notebooks	Classroom Teacher Science Resource Teacher Administration
District Science Trainings	K-5	District Trainers	As need for teachers	August- July 2013	In-service record and evidence of implementation	Classroom teacher Science Resource Teacher

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Science Professional Development

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
The district Stem and inquiry skills	Rewards for deeper understanding of the nature of science.	SAC – Jones School Supply Co.	$150.94
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
		$150. 94	Total:

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. -Not all teachers know how to plan and execute writing lessons with a	1A.1. -Students use Mod-specific writing to improve through the use of	1A.1. -Administration -Classroom teacher	1A.1. -Teachers reflect over lessons	1A.1. -Students' monthly Demand

Writing Goal #1A: The percentage of students scoring Level 3.0or higher on the 2013 FCAT 2.0 Writes will increase from 61% to 70%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	focus on mode-based writing. -Not all teachers know how to review students writing and needs in order to drive instruction. -Not all teachers have taken rubric training.	Writers' Workshop/daily instruction with a focus on mode-specific writing. - Use baseline data , PLCs support in writing SMART goals for each 9 week grading period. -Daily on-going modeling and students application of appropriate writing in their writing. -Daily student conferencing on how to improve, stick, stay and stretch. -Star interviews to increase student effectiveness -Monthly demand writes to monitor students progress - Teachers have district "Academic Coach" for modeling and support.	- Writing contact - District Writing Academic Coach -PLCs	outcomes and use the knowledge to drive future instruction. -PLCs analyze monthly demand writes to progress monitoring. -PSLT (MSTT) use data to reflect on appropriate levels of instruction to meet students' needs.	Writes -Students daily drafts -Star Interviews
	61	70					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. N/A	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

End of Science Goals

2012-2013 School Improvement Plan- Thonotosassa Elementary

Writing Goals

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	2-5	District Trainers	Language Arts Teachers	Through Spring 2013	Trends seen in monthly scoring accuracy – District writing Review meetings	Teachers, Writing Contacts, District Supervisor
Moodle writing training	K-5	District Trainers	Lanaguage Arts Teachers	Through Spring 2013	Trends seen in monthly scoring accuracy Admin. Walk-throughs	Teachers, Writing Contacts District Supervisor

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writers' Café	Motivational awards for improvement in writing	SAC	$175.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
		$175.00	Total:

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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

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

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

Civics Professional Development

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

)

U.S. History Professional Development

U.S. History Budget (Insert rows as needed)

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

2012-2013 School Improvement Plan- Thonotosassa Elementary

End of U.S. History Goals

2012-2013 School Improvement Plan- Thonotosassa Elementary

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. - Having an attendance committee to meet on a regular basis -Need additional support materials to address chronic absences.	1.1. -An attendance committee will maintain the data base and target those students nearing 10 days absences. -Excessive absences will include having the classroom teacher call,the committee alert the social worker - Conferences with families to get to the root cause of the attendance problem -Possible home visits to ascertain the root of the problem – transportation, illness, not wanting to go to school. -Written plan to increase attendance and rewards for meeting goals (FROG groups) Friends Reading Our Goals.	1.1. - Administration -Guidance Counselor - Social Worker	1.1. -Targeted groups of students will be monitored by attendance committee -Guidance Counselor to meet with identified students -Social Worker	1.1. - Monitoring of written attendance plan to increase attendance -Viewpoint for tracking attendance (was instruction Planning Tool). -Ed Connect
Attendance Goal #1: The attendance rate will increase from 94% to 96% in 2012-2113 school year.	2012 Current Attendance Rate:* 94%	2013 Expected Attendance Rate:* 96%					
	2012 Current Number of Students with Excessive Absences (10 or more) 89	2013 Expected Number of Students with Excessive Absences (10 or more) 79					
	2012 Current Number of Students with Excessive Tardies (10 or more) 0	2013 Expected Number of Students with Excessive Tardies (10 or more) 0					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan- Thonotosassa Elementary

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Updates on School Attendance Policy	K-5	Social Worker Guidance	School-wide	August-May	Monthly district reports PSLT	Social Worker Guidance DP Clerk Attendance

Attendance Budget (Insert rows as needed)

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

	Subtotal:
	Total:

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. -Need for common school-wide expectations and strategies to extinguish inappropriate behaviors before becoming out of control -Teachers lack consistency in classroom management skills	1.1. <u>Tier 1</u> -PBS (Positive Behavior Strategies) will continue and be reinforced in all classrooms -School wide expectations will be posted in each classroom. -Teacher will conduct student conferences to help lessen inappropriate behaviors. -Guidance Counselor will meet with small groups as intervantions to developing more appropriate behaviors. -Data is shared with faculty to determine where and how behaviors are taking place to warrant suspension. -	1.1. -Administration -Classroom Teachers -Guidance Counselor -PBS Committee	1.1. RtI:B is used to create monthly data charts showing referrals, suspensions with areas of causes. - Data is monitored by administration, PBS committee, Guidence Counselor for trend data and root causes.	1.1. Viewpoint Ed Connect RtI:B
Suspension Goal #1: The total number of In-school suspensions will decrease by 10%.	2012 Total Number of In –School Suspensions 21	2013 Expected Number of In- School Suspensions 19					
	2012 Total Number of Students Suspended In-School 15	2013 Expected Number of Students Suspended In -School 8					
	2012 Total Number of Out-of-School Suspensions 55	2013 Expected Number of Out-of-School Suspensions 20					
	2012 Total Number of Students Suspended Out- of- School 26	2013 Expected Number of Students Suspended Out- of-School 10					
			1.2. 	1.2. <u>Tier II</u> -Students who have multiple referrals will have an individual	1.2. Administration -Classroom Teachers	1.2. -RtI:B is used to create monthly data charts showing referrals,	1.2. Viewpoint Ed Connect

			behavior plan developed to help the students with recurring behaviors to change to more positive behaviors. -Frequent communication with families to update progress on behavior plan.	-Guidance Counselor -PBS Committee -Social Worker	suspensions with areas of causes. - Data is monitored by administration, PBS committee, Guidence Counselor for trend data and root causes.	RtI:B
		1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS update training	K-5	Guidance Counselor	School-wide	November 2012	Administrative walk-through looking for evidence of PBS implementation	Administration Guidance Counselor

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

			Total:	

Suspension Professional Development

Suspension Budget (Insert rows as needed)

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1. N/A	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

End of Suspension Goals

2012-2013 School Improvement Plan- Thonotosassa Elementary

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: The School Climate and Perception Survey for Parents , the percentage of parents who strongly agree with the indications under parent involvement will increase from 20% to 25%.	2012 Current Level of Parent Involvement:* **20%**	2013 Expected Level of Parent Involvement:* **25%**	1.1. - Not all student take reports home to families. -Parents did not have positive experiences while in school and don't have the involvement that is needed.	1.1. -Newsletter from school keeps parents informed and updated. - Grade level monthly newsletters to keep parents informed. - Student agendas for daily communication - School website -automatic phone call	1.1. -Classroom teachers -Administration - Technology person	1.1. -Parents receive monthly school newsletters in student take home folders. - Teachers send home in students take home folders their grade level newsletters. -Teacher write notes in daily agenda for parents to initial and return, with follow up by phone	1.1. Parent initials in student agenda and phone call to progress monitor
			1.2. - working and not able to attend parent night opportunities	1.2. -Writing Café -Information night on FCAT 2.0 introduction - Math and Science Curriculum Nights - Literature Character Parade -Love and Logic for Parents	1.2. -Administration - Classroom teachers -guidance Counselor	1.2. -Parents sign - in sheets -Feedback forms from parents at end of curriculum nights	1.2. -School Climate and Perception Survey for 2013 -End of session feedback forms
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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- Thonotosassa Elementary

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan- Thonotosassa Elementary

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goals Implementation of an integrative approach to the Common Core State Standards	1.1. - Lack of new understandings of STEM -Need for common planning time for math, science, English Language arts.	1.1. - Increase of lesson effectiveness through lesson study and district metrics, etc. -Documentation of lesson planning of units and unit outcomes and student unit logs. -Explicit teaching and directions of STEM to establish professional learning communities.	1.1. - Classroom teachers - PLC s -Resource teachers across content areas - Administration	1.1. -Administrative walk-throughs -Student learning logs	1.1. -Logs of project-based learning in math, and science - Shared data with teachers
	1.2.	1.2	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training in STEM Fair	K-5	District Facilitators	All grade level and special area teachers	September 24, 2012	Work with Science Resource Teacher on STEM Fair Science Projects using rubric	Science Resource Teacher Administration

2012-2013 School Improvement Plan- Thonotosassa Elementary

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

2012-2013 School Improvement Plan- Thonotosassa Elementary

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase student interest in career opportunities and program selection prior to going into middle school. The school will increase the frequency of career exposure activities/events in 2011-2012 to more than 2 in 2012-2013.	1.1. - Time to plan	1.1. -CTE special speakers -Implement and provide assemblies for intermediate student to develop an understanding of the careers that are available to them. -During the Great American Teach-in Day encourage more speakers with a broader base of technical careers as well as college based careers.	1.1. - Classroom teachers - Guidance Counselor	1.1. - Student Survey of possible career choice of interest to them.	1.1. - Sign in data sheets on the Great American Teach-in -Log of speakers and student writing -Dates of -Student evaluation survey
	1.2.	1.2.-Provide reading materials on career choices and how to access training for them	1.2. -Administration -Classroom teachers	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

Please provide the total budget from each section.		
Reading Budget		
		Total:
CELLA Budget		
		Total:
Mathematics Budget		
		Total:
Science Budget		
	$150.94	**Total:**
Writing Budget		
	$175.00	**Total:**
Civics Budget		
		Total:
U.S. History Budget		
		Total:
Attendance Budget		
		Total:
Suspension Budget		
		Total:
Dropout Prevention Budget		
		Total:
Parent Involvement Budget		
		Total:
STEM Budget		
		Total:
CTE Budget		
		Total:
Additional Goals		
		Total:
		Grand Total:

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	X Focus	☐Prevent

Are you reward school? ☐Yes   X No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

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

x☐ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The activities include our 50ᵗʰ year celebration, increasing parent involvement, and focusing on increasing student achievement. Additional PLC training s to become focused on data during PLC grade level meetings. To provide the important professional development needed for "close reading", STEM training and Math trainings. To review at each SAC meeting the data from PSLT and PLCs, including PLC Feedback Logs.

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Describe the projected use of SAC funds.	Amount
Elementary Honor Society Dues for school	85.00
Elementary Honor Society budget for awards and project money.	50.00

Parent Involvement Curriculum Nights	50th year Anniversary Celebration	100.00	
	Total		