

FLORIDA DEPARTMENT OF EDUCATION



West Shore Elementary

2012-13

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: West Shore Elementary	District Name: Hillsborough
Principal: Linda Drawdy	Superintendent: Mary Ellen Elia
SAC Chair: Terri Lane	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)%
Principal	Linda Drawdy	Masters- Educational Leadership, Early Childhood, Elementary	3	6	West Shore 2011-12 - C, Learning gains- reading 65 points, math 47 points West Shore 2010-11 - B, AYP 92%

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Assistant Principal	Cathy Aubin	Education, ESOL Masters – Educational Leadership, Elementary Education, ESOL	2	2	Anderson 2009-10 - A, AYP 95% West Shore 2011-12 - C, Learning gains- reading 65 points, math 47 points West Shore 2010-11 - B, AYP 92% West Chase 2009-10 - A, AYP 100%
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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Alisha Gsell	Elementary Education	4	4	West Shore 2011-12 - C West Shore 2010-11 - B, AYP 92% West Shore 2009-10 - C, AYP 90%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Principal, Teachers	June 2012	
2. MAP	Principal	October 2012	
3. Performance pay	Principal, Teachers	June 2012	
4. Empowering Effective Teacher	Principal, Assistant Principal, Peer Evaluators, Mentors	Ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Three teachers do not have the ESOL endorsement on their teaching certificate.	Completing ESOL Endorsement: PLC's will provide support by discussing specific strategies for ELL students during PLC meetings. ELL paraprofessional also serves as a faculty resource.

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	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
33	6% (2)	39% (13)	36% (12)	18% (6)	27% (9)	91% (30)	6% (2)	0	48% (16)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Terri Lane	Reading and Writing Teachers	Works in conjunction with the reading coach to offer support in reading. Ensures success for teachers and students in reading and writing area.	Offers professional development, planning assistance, model lessons, coaching cycles. Shares resources available for classrooms.
Michele Roberts	Math and Science Teachers	Ensures success for teachers and students in math and science area.	Offers professional development, planning assistance, model lessons and coaching cycles. Shares resources available for classroom teachers.
Alisha Gsell	Reading Teachers	Ensures success for teachers and students in the reading subject area.	Offers professional development, planning assistance, model lessons, and coaching cycles.
Heather Robinson	First and Second Year Teachers Nicole Clark Melanie Herzhauser Maria Gonzalez Hillary Benetiz Annette Sullivan	Heather Robinson is an EET mentor. She has classroom experience and passed the EET evaluation.	Heather Robinson will meet with these teachers weekly.
Julie Lehan	Experienced Teachers	Ms. Lehan is an EET evaluator. She has many years with classroom experience and passed the EET evaluation	Ms. Lehan will meet with teachers 2 to on their 4 times a year depending on their evaluation score.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
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.

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Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs NA
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education NA
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Other NA

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. The leadership team includes:</p> <ul style="list-style-type: none"> • Principal , Linda Drawdy • Assistant Principal/ ELP Coordinator , Cathy Aubin

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- Guidance Counselor /Attendance Committee Representative, Marian Evilsizer
- School Psychologist , Dr. Phillips
- Social Worker , Stephanie Harden
- Reading/Writing Resource Teacher, SAC Chair, Terri Lane
- AIS, Judey Raucy
- Math/Science Resource Teacher, Michele Roberts
- Reaching Coach, Alicia Gsell
- ESE teachers, Kellie Jones, Cherish Collupy Smith
- Representatives from the PLCs for each grade level, K-5

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

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

The purpose of the core Leadership Team is to:

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

The Leadership team meets weekly.

Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

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- Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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

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3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

MTSS Implementation

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

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability Formative Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Formative Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Quarterly Review	Individual Teachers/ Team Leaders/ PLC Facilitators
DRA-2	School Generated Excel Database	Individual Teacher
Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
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Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Formative Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ PLC Facilitator

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	Data Wall	
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Quarterly Reviews	Individual Teachers/ Team Leaders/ PLC Facilitators
DRA-2	School Generated Excel Database	Individual Teacher

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal, Linda Drawdy
- Assistant Principal for Curriculum, Cathy Aubin
- Reading Coach, Alisha Gsell
- Reading Resource Teacher, Terri Lane
- Media Specialist, Linda Schroeder
- Primary Reading Teacher, Marissa Grayem

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- Intermediate Reading Teacher, Felicia McNorrill
- AIS, Judey Raucy

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

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

The reading coach is the LLT chairperson. The reading coach, AIS, and reading resource teacher are members of the team and provide extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

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

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

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

NCLB Public School Choice

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

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

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

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

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child’s teacher to have a better understanding of the child’s abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Reach for Success group sizes may be too large to target specific weaknesses.	1.1. Thirty minute intervention, “Reach for Success”, targeting specific student weaknesses identified by district and state level assessments (FAIR, FCAT 2.0, SAT 10, DRA2).	1.1. Who Principal AP In groups Teacher How Classroom walkthroughs observing explicit systematic instruction	1.1. Mid Year Check: Highly Functional Teacher Level Teachers will assess at the beginning and end of a skill and bring appropriate assessments to PLC meetings. PLC Level PLC’s will review evaluation data. Leadership Team Level Faculty will share data with the Problem Solving Leadership Team.	1.1. Three Times Per Year FAIR Two Times Per Year DRA During Grading Period Mini Assessments Running Records
Reading Goal #1: In grades 3-5, the percentage of students scoring 3 or higher on the 2013 FCAT Reading will increase 56% to 59%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56%	59%	1.2. Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way. Teachers vary in knowledge regarding	1.2. Strategy Direct instruction implemented during the readers’ workshop in all classes, K-5, using the 5 Day vocabulary plan and appropriate informational text to expand student vocabulary when	1.2. Who Principal AP Reading Coach Teacher How	1.2. Mid Year Check: Operational PLC Level PLC’s will review evaluation data	1.2. Three Times Per Year FAIR During Grading Period Students’ written responses reflecting use of vocabulary taught

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		<p>techniques and strategies for effectively teaching vocabulary, other than look it up in the dictionary.</p> <p>Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson.</p>	<p>reading, speaking, and writing.</p> <p>Action Steps: Schedule training and plan for resources.</p> <p>Grade level PLC's meet and come to consensus regarding progress monitoring/evaluation tools for measuring vocabulary.</p> <p>Begin whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words.</p> <p>As a Professional Development activity I their PLC's, teacher discuss the 5-day Vocabulary Instructional Routine implementation.</p> <p>Assess students who identified progress monitoring tools. Bring assessment data to PLC for comparison.</p>	<p>Classroom walkthroughs observing the 5 day Vocabulary Instructional Routine including evidence of vocabulary plan being used.</p>	<p>Leadership Level Share data with the Problem Solving Leadership Team</p>	<p>Students' writing samples reflecting use of vocabulary taught</p>
		<p>1.3. Teachers may not clearly understand how to implement comprehension strategies within the reader's workshop.</p>	<p>1.3. Strategy Teachers' knowledge of using Comprehension Strategies(Infering, Questioning, Determining Importance, Visualizing and Synthesizing). Will improve.</p> <p>Action Steps Teachers pretest using the FAIR assessment for K-5.</p> <p>Fair, AP1 used as pretest.</p> <p>Teachers design Comprehension Strategy lessons to target the needs of whole group, small group, and individuals.</p> <p>Teachers implement the lessons in classroom instruction.</p> <p>Teachers bring assessment data</p>	<p>1.3. Who Principal AP Reading Coach Teacher</p> <p>How Classroom walk-throughs observing each component of Comprehension Strategies.</p>	<p>1.3. Mid Year Check: Highly Functional</p> <p>Teacher/PLC Level Review FAIR data to determine the increase in the percentage of students making gains on the reading comprehension task on FAIR.</p>	<p>1.3. Three Times Per Year FAIR (Reading Comprehension)</p> <p>During Grading Period Running Records using the HCPS Retelling Rubric</p>

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			back to PLC's to discuss.			
			TDO training			
		<p>1.4 Teachers misunderstanding of the role that fluency plays in reading achievement.</p> <p>The misnomer that fluency is only defined as words correct per minute.</p> <p>Evaluation of fluency beyond words correct per minute.</p> <p>Teachers are at various skill levels in understanding how to provide fluency intervention to impact all prosodic elements.</p>	<p>1.4 Strategy Students' reading fluency will improve through the use of appropriate teaching techniques centered on prosody (phrasing, rate, punctuation/intonation, expression).</p> <p>Action Steps As a Professional Development PLC activity, teachers study the HCPS fluency rubric to become familiar with all prosodic elements (phrasing, rate, punctuation/intonation, expression) and expected grade level fluency norms.</p> <p>School wide implementation of poetry program to increase fluency in K-5 with biweekly check in with reading coach.</p> <p>Teachers posttest using appropriate leveled text.</p> <p>Teachers bring assessment data back to PLC's to discuss.</p>	<p>1.4 Who Principal AP Reading Coach Teacher</p> <p>How Classroom walk-throughs observing decided upon strategy.</p>	<p>1.4 Mid Year Check:</p> <p>Highly Functional Teacher Level Teachers will review FAIR data to determine the increase in the percentage of students scoring at or above the grade level targeted words correct per minute in first or second grade or increase in percentile in intermediate.</p> <p>PLC Level PLC's will review evaluation data with Reading Coach.</p>	<p>1.4 Two- Three Times Per Year FAIR (Fluency)</p> <p>During Grading Period Running Records</p>
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1.	2.1	2.1.	2.1.	2.1.
Refer to 1.1		Refer to 1.1	Refer to 1.1	Refer to 1.1	Refer to 1.1	Refer to 1.1
<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
In grades 3-5, the percentage of students scoring a Level 4 or Level 5 on the 2013 FCAT Reading will increase 28% to 31%.	28%	31%				

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. Refer to 1.1, 1.2, 1.3, 1.4	3.1. Refer to 1.1, 1.2, 1.3, 1.4	3.1. Refer to 1.1, 1.2, 1.3, 1.4	3.1. Refer to 1.1, 1.2, 1.3, 1.4	3.1. Refer to 1.1, 1.2, 1.3, 1.4
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT will increase from 65 points to 68 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65 points	68 points					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. Refer to 1.1, 1.2, 1.3, 1.4	4.1. Refer to 1.1, 1.2, 1.3, 1.4	4.1. Refer to 1.1, 1.2, 1.3, 1.4	4.1. Refer to 1.1, 1.2, 1.3, 1.4	4.1. Refer to 1.1, 1.2, 1.3, 1.4
Reading Goal #4: Points earned from students in the lowest quartile making learning gains on the 2013 FCAT will increase from 65 points to 68 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65 points	68 points					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
<u>Reading Goal #5:</u>								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White: 65% Black: 46% Hispanic: 52% Asian: NA American Indian: NA	5A.1. Thirty minute intervention, "Reach for Success", targeting specific student weaknesses identified by district and state level assessments (FAIR, FCAT 2.0, SAT 10, DRA2).	5A.1. Who Principal AP Guidance Counselor Teacher	5A.1. Mid Year Check: Highly Functional Teacher Level Teachers will assess at the beginning and end of a skill and bring appropriate assessments to PLC meetings. PLC Level PLC's will review evaluation data. Leadership Team Level Faculty will share data with the Problem Solving Leadership Team.	5A.1. Three Times Per Year FAIR Two Times Per Year DRA During Grading Period Mini Assessments Running Records	
<u>Reading Goal #5A:</u> The percentage of White students scoring proficient on the 2013 FCAT will increase form 65% to 69%. The percentage of Black students scoring proficient on the 2013 FCAT will increase form 46% to 51%.	<u>2012 Current Level of Performance:*</u> White: 65% Black: 46% Hispanic: 52% Asian: NA American Indian: NA	<u>2013 Expected Level of Performance:*</u> White: 69% Black: 51% Hispanic: 55% Asian: NA American Indian: NA	Reach for Success group sizes may be too large to target specific weaknesses.	How Classroom walkthroughs observing explicit systematic instruction	How Classroom walkthroughs observing explicit systematic instruction	PLC Level PLC's will review evaluation data. Leadership Team Level Faculty will share data with the Problem Solving Leadership Team.	Two Times Per Year DRA During Grading Period Mini Assessments Running Records	
			5A.2. Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way. Teachers vary in knowledge regarding techniques and strategies for effectively teaching vocabulary, other than look it up in the dictionary. Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson.	5A.2 Strategy Direct instruction implemented during the readers' workshop in all classes, K-5, using the 5 Day vocabulary plan and appropriate informational text to expand student vocabulary when reading, speaking, and writing. Action Steps: Schedule training and plan for resources. Grade level PLC's meet and come to consensus regarding progress monitoring/evaluation tools for measuring vocabulary.	5A.2 Who Principal AP Reading Coach Teacher How Classroom walkthroughs observing the 5 day Vocabulary Instructional Routine including evidence of vocabulary plan being used.	5A.2 Mid Year Check: Operational PLC Level PLC's will review evaluation data Leadership Level Share data with the Problem Solving Leadership Team	5A.2 Three Times Per Year FAIR During Grading Period Students' written responses reflecting use of vocabulary taught Students' writing samples reflecting use of vocabulary taught	

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			<p>Begin whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words.</p> <p>As a Professional Development activity I their PLC's, teacher discuss the 5-day Vocabulary Instructional Routine implementation.</p> <p>Assess students who identified progress monitoring tools. Bring assessment data to PLC for comparison.</p>			
		<p>5A.3. Teachers may not clearly understand how to implement comprehension strategies within the reader's workshop.</p>	<p>5A.3. Strategy Students' reading comprehension will improve through the use of Comprehension Strategies (Inferring, Questioning, Determining Importance, Visualizing and Synthesizing).</p> <p>Action Steps Teachers pretest using the FAIR assessment for K-5.</p> <p>Teachers pretest using the FAIR assessment for K-5.</p> <p>Teachers design Comprehension Strategy lessons to target the needs of whole group, small group, and individuals.</p> <p>Teachers implement the lessons in classroom instruction.</p> <p>Teachers posttest using FAIR assessment for K-5</p> <p>Teachers bring assessment data back to PLC's to discuss.</p>	<p>5A.3. Who Principal AP Reading Coach Teacher</p> <p>How Classroom walk-throughs observing each component of Comprehension Strategies.</p>	<p>5A.3. Mid Year Check: Highly Functional Teacher/PLC Level Review FAIR data to determine the increase in the percentage of students making gains on the reading comprehension task on FAIR.</p>	<p>5A.3. Three Times Per Year FAIR (Reading Comprehension) During Grading Period Running Records using the HCPS Retelling Rubric</p>
		<p>5A4 Teachers misunderstanding of the role that fluency plays in</p>	<p>5A4 Strategy Students' reading fluency will improve through the use of</p>	<p>5A4 Who Principal AP</p>	<p>5A4 Teacher Level Teachers will review FAIR data to determine the increase in the</p>	<p>5A4 Three Times Per Year FAIR (Fluency)</p>

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		<p>reading achievement.</p> <p>The misnomer that fluency is only defined as words correct per minute.</p> <p>Evaluation of fluency beyond words correct per minute.</p> <p>Teachers are at various skill levels in understanding how to provide fluency intervention to impact all prosodic elements.</p>	<p>appropriate teaching techniques centered on prosody (phrasing, rate, punctuation/intonation, expression).</p> <p>Action Steps As a Professional Development PLC activity, teachers study the HCPS fluency rubric to become familiar with all prosodic elements (phrasing, rate, punctuation/intonation, expression) and expected grade level fluency norms.</p> <p>School wide implementation of poetry program to increase fluency in K-5 with biweekly check in with reading coach.</p> <p>Teachers posttest using appropriate leveled text.</p> <p>Teachers bring assessment data back to PLC's to discuss.</p>	<p>Reading Coach Teacher</p> <p>How Classroom walk-throughs observing decided upon strategy.</p>	<p>percentage of students scoring at or above the grade level targeted words correct per minute in first and second grade or by phase percentile increase in intermediate.</p> <p>PLC Level PLC's will review evaluation data with Reading Coach.</p>	<p>During Grading Period Running Records</p>				
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool				
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient on the 2013 FCAT will increase from 54% to 59%.</p>		<p>5B.1. Refer to 5A1, 5A2, 5A3, 5A4</p>	<p>5B.1. Refer to 5A1, 5A2, 5A3, 5A4</p>	<p>5B.1 Refer to 5A1, 5A2, 5A3, 5A4.</p>	<p>5B.1. Refer to 5A1, 5A2, 5A3, 5A4</p>	<p>5B.1. Refer to 5A1, 5A2, 5A3, 5A4</p>				
	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>54%</td> <td>59%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	54%	59%					
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>									
54%	59%									
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool				
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>		<p>5C.1. Refer to 5A1, 5A2, 5A3,</p>	<p>5C.1. Refer to 5A1, 5A2, 5A3, 5A4</p>	<p>5C.1. Refer to 5A1, 5A2, 5A3,</p>	<p>5C.1. Refer to 5A1, 5A2, 5A3, 5A4</p>	<p>5C.1. Refer to 5A1, 5A2, 5A3, 5A4</p>				

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Reading Goal #5C: The percentage of ELL students scoring proficient on the 2013 FCAT will increase from 36% to 42%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5A4		5A4		
	36%	42%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Refer to 5A1, 5A2, 5A3, 5A4	5D.1. Refer to 5A1, 5A2, 5A3, 5A4	5D.1. Refer to 5A1, 5A2, 5A3, 5A4	5D.1. Refer to 5A1, 5A2, 5A3, 5A4	5D.1. Refer to 5A1, 5A2, 5A3, 5A4
Reading Goal #5D: The percentage of SWD students scoring proficient on the 2013 FCAT will increase from 28% to 35%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5A4		5A4		
	28%	35%					

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
My On	Grades K-5	District Trainer	All Teachers	October/November 2012	Administration will schedule training. Teachers will weekly/monthly follow up with students.	Administration Teacher

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Easy CBM	Grades K-5	Reading Coach	All Teachers	October 2012	Administration will schedule training. PSLT/Teachers will monitor Easy CBM Assessments.	Administration Teacher PSLT
District Reading Assessment for Tier 2	Grades K-5	Dia Davis, RTI Facilitator	All Teachers	November 2012	Administration will schedule training. PSLT/Teachers will monitor Tier 2 Assessments.	Administration Teacher PSLT
I-Station	Grades K-5	Reading Coach	All Teachers	October 2012	Administration will schedule training. Teachers will monitor students' performance.	Administration, Reading Coach, Teacher
Five Day Vocabulary	Grades K-5	Reading Coach	All Teachers	To Be Determined	Administration will schedule training. Teachers will monitor students' performance.	Administration, Reading Coach, Teacher

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Not all teachers are aware of how to increase the depth and rigor necessary to differentiate in their classroom.	1.1. Strategy: Students' math skills will improve through participation in lessons designed to increase knowledge of depth and rigor of content through differentiated instruction. Action Steps: As a Professional Development activity in their PLC's teachers will discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teacher Planning: Using data from previous assessments and daily classroom performance/work, teachers plan differentiated instruction groupings and activities for the delivery of new content in	1.1. Teacher Principal AP Math Resource District Math Team How Monitored: Classroom walk-throughs observing lessons designed with differentiated instruction. Elementary mathematics – Walk-through Form Principal and AP or Resource Teacher monitoring lesson plans.	1.1. Mid Year Check: Highly Functional <u>Teacher Level</u> Teachers implement lessons using differentiated instruction activities. At the end of the unit, teachers give a common assessment identified from the core curriculum material. <u>PLC/Department Level</u> Teachers bring their common assessment data to their PLC's. PLC Teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. Using the data, effective	1.1. 4 x per year District Baseline Mid-Year Testing Form 1 Form 2 End of Year test During the Grading Period Chapter Tests
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 45% to 48%.	45%	48%					

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				upcoming lessons.		<p>differentiated instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons.</p> <p><u>Leadership Team Level</u></p> <p>Students will also be identified for PSLT who are repeatedly struggling during instruction especially CIM.</p> <p>Quarterly Reviews and report cards will also be monitored with administration.</p> <p>Throughout the school year teachers will participate in faculty SIP reviews where teachers showcase gradual released strategies and techniques.</p>	
			1.2. Parents not attending. Students not taking home the flyer.	1.2. Pirate Math Night Parents and students will attend the Pirate Math Nights full of math activities and learning experiences including technology.	1.2. <u>Who</u> Math Resource Teacher Classroom teachers Administration <u>How</u> Attend the Pirate Math Night	1.2. Mid Year Check: Highly Functional Sign in sheet Parent Involvement Form/Survey	1.2. Record number of families who attend the Pirate Math Night in February.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. Varying skill levels	2.1. Strategy Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies.	2.1. <u>Who</u> Principal AP Teachers Resource Personnel <u>How</u> Class room Walk through – Pop Ins	2.1. Mid Year Check: Highly Functional <u>Teacher Level</u> Teachers will assess students daily/ weekly based on instruction and student knowledge. <u>Leadership Team Level</u> Students will also be identified	2.1. <u>2-3x Per Year</u> District Assessments <u>During Grading Period</u> Students work Chapter tests Common Assessments
<u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 19% to 22%.	<u>2012 Current Level of Performance:*</u> 19%	<u>2013 Expected Level of Performance:*</u> 22%	Not all teachers know how to ask higher order/open-ended questions during instruction.	<u>Action Steps:</u> Teachers implement the targeted higher order questioning strategies in their lessons.			

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				Teachers create and implement the common assessments. Teachers will bring back the data to PLC to analyze. Teachers will group students according to the data to remediate and enrich. Teachers will be provided with HOT question stem starters.		for PSLT who are repeatedly struggling during instruction especially CIM, or small group instruction. Quarterly Reviews and report cards will also be monitored with administration. Individual site support is provided as needed based on data.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. Refer to 2.1	3.1 Refer to 2.1	3.1. Refer to 2.1	3.1. Refer to 2.1	3.1. Refer to 2.1
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT will increase from 47 points to 50 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47 points	50 points					
			3.2. Lack of knowledge of technology and time	3.2. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase through the use of frequent use of technology. Action Steps: Students will use Destination Math and FASST math on a regular basis.	3.2. Who: Teacher Principal AP Resource Teacher ESE/Gifted ELL Support PSLT	3.2. Mid Year Check: Highly Functional Data will be collected to create groups for instruction. Students will also be identified for PSLT who are repeatedly struggling during instruction during instruction especially CIM.	3.2. Two to three times per year District assessments EOY test (grades 1-5)
			3.3	3.3	3.3	3.3	3.3

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		Attendance	Strategy The purpose of this strategy is to strengthen the core curriculum. Students math skills will increase through implementation of MMM. (Marvelous Math Mornings)	Principal Assistant Principal Resource Teacher MMM Teacher	Mid Year Check: Highly Functional Think Central Assessment FAAST Math	Chapter tests District 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 group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		4.1. Refer to 1.1	4.1. Refer to 1.1	4.1. Refer to 1.1	4.1. Refer to 1.1	4.1. Refer to 1.1
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT will increase from 32 points to 35 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	32 points	35 points				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
<u>Math Goal #5:</u>						

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p> <p>Mathematics Goal #5A:</p> <p>The percentage of White students scoring proficient on the 2013 FCAT will increase from 52% to 57%.</p> <p>The percentage of Black students scoring proficient on the 2013 FCAT will increase from 43% to 49%.</p> <p>The percentage of Hispanic students scoring proficient on the 2013 FCAT will increase from 43% to 49%.</p>		<p>2012 Current Level of Performance:*</p> <p>White: 52% Black: 43% Hispanic: 43% Asian: NA American Indian: NA</p>	<p>2013 Expected Level of Performance:*</p> <p>White: 57% Black: 49% Hispanic: 49% Asian: NA American Indian: NA</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p> <p>Not all teachers are aware of how to increase the depth and rigor necessary to differentiate in their classroom.</p>	<p>5A.1. Strategy: Students' math skills will improve through participation in lessons designed to increase knowledge of depth and rigor of content through differentiated instruction.</p> <p>Action Steps: As a Professional Development activity in their PLC's teachers will discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom.</p> <p>Teacher Planning: Using data from previous assessments and daily classroom performance/work, teachers plan differentiated instruction groupings and activities for the delivery of new content in upcoming lessons.</p>	<p>5A.1. Teacher Principal AP Math Resource District Math Team</p> <p>How Monitored: Classroom walk-throughs observing lessons designed with differentiated instruction.</p> <p>Elementary mathematics – Walk-through Form</p> <p>Principal and AP or Resource Teacher monitoring lesson plans.</p>	<p>5A.1. Mid Year Check: Highly Functional</p> <p><u>Teacher Level</u> Teachers implement lessons using differentiated instruction activities.</p> <p>At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p><u>PLC/Department Level</u> Teachers bring their common assessment data to their PLC's. PLC Teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons. Using the data, effective differentiated instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons.</p> <p><u>Leadership Team Level</u> Students will also be identified for PSLT who are repeatedly struggling during instruction especially CIM.</p> <p>Quarterly Reviews and report cards will also be monitored with administration.</p>	<p>5A.1. 4 x per year District Baseline Mid-Year Testing Form 1 Form 2 End of Year test</p> <p>During the Grading Period Chapter Tests</p>
				<p>5A.2. Lack of knowledge of technology and time</p>	<p>5A.2. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase through the use of frequent use of technology.</p> <p>Action Steps:</p>	<p>5A.2. Who: Teacher Principal AP Resource Teacher ESE/Gifted ELL Support PSLT</p>	<p>5A.2. Mid Year Check: Highly Functional</p> <p>Data will be collected to create groups for instruction.</p>	<p>5A.2. Two to three times per year</p> <p>District assessments EOY test (grades 1-5)</p>

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			Students will use Destination Math and FASST math on a regular basis.		Students will also be identified for PSLT who are repeatedly struggling during instruction during instruction especially CIM.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.		5B.1. Refer to Goals/Strategies 5A1, 5A2	5B.1. Refer to Goals/Strategies 5A1, 5A2	5B.1. Refer to Goals/Strategies 5A1, 5A2	5B.1. Refer to Goals/Strategies 5A1, 5A2	5B.1. Refer to Goals/Strategies 5A1, 5A2
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient on the 2013 FCAT will increase from 43% to 49%.	<u>2012 Current Level of Performance:*</u> 43%	<u>2013 Expected Level of Performance:*</u> 49%				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1. Refer to Goals/Strategies 5A1, 5A2	5C.1. Refer to Goals/Strategies 5A1, 5A2	5C.1. Refer to Goals/Strategies 5A1, 5A2	5C.1. Refer to Goals/Strategies 5A1, 5A2	5C.1. Refer to Goals/Strategies 5A1, 5A2
Mathematics Goal #5C: The percentage of ELL students scoring proficient on the 2013 FCAT will increase from 25% to 33%.	<u>2012 Current Level of Performance:*</u> 25%	<u>2013 Expected Level of Performance:*</u> 33%				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.		5D.1. Refer to Goals/Strategies	5D.1. Refer to Goals/Strategies 5A1, 5A2	5D.1. Refer to Goals/Strategies 5A1, 5A2	5D.1. Refer to Goals/Strategies 5A1, 5A2	5D.1. Refer to Goals/Strategies 5A1, 5A2

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Mathematics Goal #5D: The percentage of SWD students scoring proficient on the 2013 FCAT will increase from 8% to 17%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5A1, 5A2				
	8%	17%					

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team
Hot Topics and Cool Moves	K-5	District Trainer	School Wide	November 2012	Administration will schedule training, Lesson Plans and Observations	Administration Teacher
Powerful Lesson Planning	K-5	District Trainer	School Wide	January 2013	Administration will schedule training, Lesson Plans	Administration Teacher

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1. Not all teachers know how to identify misconceptions and	1.1. Strategy Students science skills will	1.1. Who Teacher	1.1. How will the evaluation tool data be used to determine the effectiveness of strategy? Mid Year Check:	1.1. <u>During Grading Period</u>

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Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The percentage of West Shore students scoring a Level 3 or higher of the 2013 FCAT Science will increase from 38% to 41%.</p>	<p>38%</p>	<p>41%</p>	<p>depth of student knowledge of science concepts.</p> <p>Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>Not all teachers are applying strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p>	<p>increase through participation in regular inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge.</p> <p>Action Steps: PLC's will discuss specific science strategies which will involve student engagement, explore time, accountable talk and HOT questioning techniques.</p>	<p>Principal AP Science Resource District Science Team</p> <p>How Monitored Classroom walk-throughs observing inquiry based instruction.</p> <p>Elementary Science Classroom Walk-Through form</p>	<p>Emerging</p> <p><u>PLC/Department Level</u> Analyzing Mid-Year Assessment Analyzing Chapter Tests/Assessments</p>	<p>Fifth grade mini assessments</p> <p>Kindergarten through Fourth Grade-observations, Performance and written assessments</p> <p>Mid Year Assessment</p> <p>Science Assessments/Chapter Tests Interactive Science notebooks Foldables Science Logs for long term investigations</p>
			<p>1.2. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.</p> <p>Not all teachers are able to attend available science trainings on dates available by the district.</p> <p>Not all teachers are applying strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p>	<p>1.2. Training and monitoring to implement inquiry based lessons focused on scientific thinking.</p> <p>Action Steps: Training at West Shore will be held before January 2013.</p>	<p>1.2. Who Teacher Principal AP Science Resource District Science Team</p> <p>How Monitored Classroom walk-throughs observing inquiry based instruction.</p> <p>Elementary Science Classroom Walk-Through form</p>	<p>1.2. Mid Year Check: Emerging</p> <p><u>PLC/Department Level</u> Analyzing Mid-Year Assessment Tests/Assessments</p>	<p>1.2. <u>During Grading Period</u></p> <p>Fifth grade mini assessments</p> <p>Kindergarten through Fourth Grade-observations, Performance and written assessments</p> <p>Mid Year Assessment</p> <p>Science Assessments/Chapter Tests Interactive Science notebooks Foldables Science Logs for long term investigations</p>
			<p>1.3. Not all teachers are knowledgeable strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning,</p>	<p>1.3. Training and monitoring to increase student engagement through implementation of inquiry based engagement activities.</p>	<p>1.3. Who Teacher Principal AP Science Resource District Science Team</p>	<p>1.3. Mid Year Check: Operational</p> <p><u>PLC/Department Level</u></p>	<p>1.3. <u>During Grading Period</u></p> <p>Fifth grade mini assessments</p> <p>Kindergarten through Fourth Grade-observations,</p>

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		etc.	Action Steps: Training at West Shore will be held before January 2013.	How Monitored Classroom walk-throughs observing inquiry based instruction. Elementary Science Classroom Walk-Through form	Analyzing Mid-Year Assessment Analyzing Chapter Tests/Assessments	Performance and written assessments Mid Year Assessment Science Assessments/Chapter Tests Interactive Science notebooks Foldables Science Logs for long term investigations
		1.4 Teachers are concerned with time taken from core lessons.	1.4 Training and monitoring of vocabulary instruction using the five day vocabulary plan. Action Steps: Training at West Shore with a review and instruction piece regarding the five day vocabulary plan.	1.4 Who Teacher Principal AP Science Resource District Science Team How Monitored Classroom walk-throughs observing inquiry based instruction. Elementary Science Classroom Walk-Through form	1.4 Mid Year Check: Operational <u>PLC/Department Level</u> Analyzing Mid-Year Assessment Analyzing Chapter Tests/Assessments	1.4 <u>During Grading Period</u> Fifth grade mini assessments Kindergarten through Fourth Grade-observations, Performance and written assessments Mid Year Assessment Science Assessments/Chapter Tests Interactive Science notebooks Foldables Science Logs for long term investigations
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. Teachers may not have expanded knowledge of science content to challenge students at a higher level.	2.1. Use interactive science notebooks by differentiated questions to challenge students at a higher level.	2.1. Who Teacher Principal AP Science Resource District Science Team How Monitored Classroom walk-throughs observing inquiry based instruction. Elementary Science Classroom Walk-Through form	2.1. Mid Year Check: Operational Interactive Science notebooks will be reviewed and graded by teacher using a rubric and discussed in team planning.	2.1. Interactive Science notebooks
Science Goal #2: The percentage of West Shore students scoring a Level 4 and 5 on the 2013 FCAT Science will increase from 4% to 7%.	<u>2012 Current Level of Performance:*</u> 4%	<u>2013 Expected Level of Performance:*</u> 7%				

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Monday for K-5 Science Teachers	All science teachers	Science Academic Coach	School-wide	Start Date: 10/23/12	Walk-throughs	Principal, AP, Science Resource, Teachers
Adding some mystery to your science classroom	All science teachers	Science Academic Coach	School-wide	TBD	Walk-throughs	Principal, AP, Science Resource, Teachers
5 Day Vocabulary	All science teachers	Reading Coach and Science Resource	School-wide	TBD	Walk-throughs	Principal, AP, Science Resource, Teachers

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.	1.1. Strategy Students’ use of mode-specific writing will improve through the use of Writers’ Workshop/daily instruction with a focus on mode-specific writing based on teaching points. Writing Resource teacher supports fourth grade classrooms daily with model lessons to focus on elaboration including Focus, Quality and Control.	1.1. <u>Who</u> Principal AP Writing Resource Teacher <u>How Monitored</u> PLC Classroom walk-throughs Observation Form Daily teacher conferencing (star)	1.1. How will the evaluation tool data be used to determine the effectiveness of strategy? Mid Year Check: Highly Functional Review of daily drafts and scoring monthly demand writes PLC discussions and analysis of student writing to determine trends and needs.	1.1. Student monthly demand writes Student daily crafts Student revisions Student portfolios
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
West Shore students scoring a Level 3 or higher on the 2013 FCAT Writes will increase from 86% to 89%.	86%	89%					

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				Writing Resource Teacher will implement a writing intervention which will include one on one conferencing daily from 7:30 to 8:00 targeting students who consistently score 1, 2, 3 on monthly writes.			
			1.2. Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. All teachers need training to score student writing accurately during the 2012-13 school year using information provided by the state.	1.2. Professional Development for updated rubric courses Professional Development for instructional delivery of mode-specific writing. Using data to identify trends and drive instruction from monthly demand writes. Lesson planning based on the needs of students.	1.2. Principal AP Writing Resource Teacher <u>How Monitored</u> PLC Classroom walk-throughs Observation Form Daily teacher conferencing (star)	1.2. Mid Year Check: Operational Writing Resource Teacher will meet monthly with grades 3, 4, 5 to monitor scoring of demand writes. Writing Resource teacher will train and monitor conferencing strategies.	1.2. Refer to 1.1

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team
Writing Rubric Training for Grades 3, 4, 5	3, 4, 5	District Training	Grades 3, 4, 5	One Day Training November through January	Complete writing assessment with passing score Monthly Writing Assessments	Writing Resource Teacher Administration

End of Writing Goals

Attendance Goal(s)

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1. Transportation	1.1. Attendance and Tardies will be discussed in the Compact will be used to reiterate the reward given for less than 10 unexcused absences.	1.1. Administration, Social Worker, and Guidance Counselor will be tracking classroom attendance, student attendance and tardies daily, weekly and quarterly via print offs from Mainframe.	1.1. Mid Year Check: Operational Administration and PSLT will examine data monthly. PLC will discuss data of absent students and tardies.	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1: West Shore’s attendance rate will increase from 95.38% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more absences throughout the 2011-12 school year will decrease from 53 to 50 in 2012-2013. The number of students who have 10 or more tardies to school throughout the school year will decrease from 112 to 100 in the 2011-2013 school year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Faster breakfast line, better flow	Daily, Weekly and Quarterly tracking of classroom and individual students’ attendance.	A spreadsheet will be used to track classroom attendance for the entire 2012-13 school year.		
	95.38%	96%	Inclément weather	School wide recognition is utilized daily on the morning show, weekly drawings for snack bar bucks, quarterly bike give away drawings for 100% attendance.	Classroom teacher will monitor daily.		
	2012 Current Number of Students with Excessive Unexcused Absences (10 or more)	2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)	Know of the importance in attendance and being on time	Parents are contacted by phone and letters are sent weekly for tardies and absences.			
	53	50	Doctor appointments Parental work schedules Choice students – longer distances to travel				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	112	100					

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team

End of Attendance Goals

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. Non-effective classroom management system in the classroom.	1.1. The Positive Behavior Support program is used school wide to reinforce positive classroom behavior.	1.1. The PSLT and the PBS/Discipline Committee will be monitoring student office referrals by using the RtI: Behavior Database.	1.1. Mid Year Check: Operational	1.1. Report of Suspension Data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Non shared common school expectations of appropriate behavior	Weekly after school detention will be utilized for intermediate students.	The RtI: Behavior database will be managed by the Guidance Counselor and School Psychologist	EASI Discipline RtI: B Data base	
The total number of in school suspensions will decrease from 14 to 7 students in 2012-13.	14	7	Consistency among environments (home and school)	RtI: Behavior Database will be implemented to assist in the tracking of office referrals.	Administration		
The total number of students receiving in school suspensions will decrease from 10 to 5 in 2012-2013.	10	5	Communication of Administration and Teachers with discipline choices.	Where needed, administrators conduct individual teacher walk-through data chats.			
West Shore will reduce the number of out of school suspensions by 50%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions		Professional Development focused on Student Engagement and Classroom Management.			
	9	5					
The total number of out school suspensions will decrease from 9 to 5 students in 2012-2013.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					

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	9	5					
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Suspension Goal(s)

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
					Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
1. Health and Fitness Goal			1.1. Not enough knowledge about health and physical fitness	1.1. Elementary students will engage in 120 minutes of physical education per week in grades kindergarten through fifth.	1.1. Principal Assistant Principal Coach Classroom Teachers	1.1. Checking of teachers' schedules Mid Year Check: Highly Functional	1.1. Teacher schedule Master Schedule
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	-laziness -spending too much time watching tv and playing video games -Lack of Teacher Directed				
During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and	64%	67%					

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cardiovascular health will increase from 64 % on the Pretest to 67% on the Posttest.			Physical Education				
		1.2.	1.2. Four physical education classes per week. Use of the playground or fitness course equipment and the 120 minutes of elementary physical education folder on IDEAS to glean lesson for teacher directed pe.	1.2. Coach Classroom Teachers	1.2. Class schedules and lesson plans Inside pe if weather does not permit outside play (yoga and other instructional exercise) Mid Year Check: Highly Functional	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
		1.3.	1.3. More instructional information given about the benefits of health and fitness outside of school.	1.3. Coach	1.3. Coach's lesson plans aligned to standards Mid Year Check: Highly Functional	1.3. Lesson Plans	
		1.4 Lack of parent and volunteer participation Weather	1.4 Field Day and Walk-a-thon planned during the school day to promote healthy exercise.	1.4 Coach Assistant Principal Principal	1.4 Schedule pre grade level of healthy exercise and school wide schedule Mid Year Check: Not Evident	1.4 Participation among faculty, student body and parents.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Parent Communication very little through typical communication means: Phone Conferences Planner Newsletters	1.1. Phone link every Sunday. Dinners at school for conferences Scavenger hunt in the Monthly Wild Cat Chat Progress Reports for the entire student body.	1.1. The West Shore Wild Cat Chat will include a scavenger hunt to encourage engagement of the monthly newsletter. Prizes will be given when students return the survey. Mid Year Check: Highly Functional Track data for conference nights and number of pizzas utilized. Mid Year Check: Highly Functional	1.1. Increase numbers of conferences Mid Year Check: Operational Tracking information regarding conferences Increase numbers of scavenger hunt student responses. Mid Year Check: Operational Have not recorded data for survey. Winner is being recognized on the morning show and in the Wild Cat Chat.	1.1. Parent Compact
Continuous Improvement Goal: Based on the 2011-12 school climate and perception survey for parents, the percentage of parents who felt “that the teachers encouraged them to be involved in students’ learning” dropped from 93.3% to 83.8%.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	83.8%	86.8%					
			1.2. Curriculum nights not attended with participating parents Conference Nights not attended Teachers not being able to contact parents efficiently	1.2. Curriculum Nights: Aloha to Reading, Science Night, Pirate Math Night, Family Fun Fest Parent/Student Compact which includes strategies for all parties to be involved in the students’ learning : parent, teacher, student	1.2. Track data for conference nights and number of pizzas utilized. Principal	1.2. Increase numbers of conferences Increase number of families attending curriculum nights Mid Year Check: Emerging	1.2. Parent Compact

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		1.3. Parents reading newsletter monthly	1.3. Sharing tips monthly for learning activities and web sites per content area in the Wild Cat Chat , the monthly newsletter.	1.3. The West Shore Wild Cat Chat will include a scavenger hunt to encourage engagement of the monthly newsletter. Prizes will be given when students return the survey. Office staff and Principal	1.3. Increase numbers of scavenger hunt student responses. Mid Year Check: Emerging	1.3. Wild Cat Newsletter scavenger hunt and survey
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Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: Less than 10 students : no students taking FAA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Less than 10 students : no students taking FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 40%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 37%		See Reading Goals/ Strategies: 1.1 1.2 1.3 1.4			
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 33% to 36%.	<u>2012 Current Percent of Students Proficient in Reading :</u> 33%		See Reading Goals/ Strategies: 1.1 1.2 1.3 1.4			
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #E:</u> The percentage of students scoring	<u>2012 Current Percent of Students Proficient in Writing :</u>		See Writing/Language			

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proficient on the 2013 Writing section of the CELLA will increase from 53% to 56%.	53%		Arts Goals/ Strategies: 1.1 1.2			
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NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Less than 10 students : no students taking FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Less than 10 students : no students taking FAA							
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Less than 10 students : no students taking FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.

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		J.3.	J.3.	J.3.	J.3.	J.3.
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NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Less than 10 students : no students taking FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

<p>STEM Goal:</p> <p>Implement inquiry-based experiences for students in math and science through the 5E model.</p> <p>Adding STEM (science) Extended Learning Programs for fifth grade students to remediate third and fourth grade benchmarks.</p>	I.1. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.	I.1. Strategy Students science skills will increase through participation in regular inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge.	I.1. Who Teacher Principal AP Science Resource District Science Team How Monitored Classroom walk-throughs observing inquiry based instruction. Elementary Science Classroom Walk-	I.1. <u>PLC/Department Level</u> Analyzing Mid-Year Assessment Analyzing Chapter Tests/Assessments	I.1. Achievement series – third and fourth grade benchmarks
	Not all teachers are able to attend available science trainings on dates available by the district.				
	Not all teachers are applying strategies of inquiry based instruction such as engaging the students, explore time.				

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	accountable talk, higher order questioning, etc.		Through form		
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NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Professional Development

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will participate in three events in 2012-2013.	1.1. Lack of community support Lack of money.	1.1. Use career workbooks, videos and activities. (Biz Town)	1.1. Classroom Teacher	1.1. Biz pre and post test	1.1. Log of attendance
	1.2. Lack of community support Lack of money.	1.2. Implement guidance and/or Middle School presentations/visits (from feeder patterns and magnet) regarding CTE coursework options.	1.2. Assistance Principal	1.2. Schedule with Middle School: number of students attending magnet middle schools	1.2. Log of Middle School presentations regarding CTE course options.
	1.3. Lack of community support Lack of money.	1.3. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-in.	1.3. Guidance Counselor	1.3. Log of CTE special speakers	1.3. Log of CTE special speakers

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus	K-5	Facilitation Team	Each grade level	Weekly – on Friday	Resource Teacher, Guidance, Administration	Facilitation Team

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Continuous Improvement Goal : Strategy 1.2 Parent/Student Compact which includes strategies for all parties to be involved in the students’ learning : parent, teacher, student	Family Fun Fest A compact between parents, students and teachers will be created to invite all three parties to be involved with the students’ learning at West Shore Elementary. Supplies, including food, will be purchased as a culminating activity in May for all those who successfully participate in the compact. (Oriental Trading, Wal Mart, Publix, GFS)	200.00	
Continuous Improvement Goal : Strategy 1.2 Curriculum Nights: Aloha to Reading, Science Night, Pirate Math Night, Family Fun Fest	Math Family Night Supplies, including food, to support the Pirate Math Curriculum Evening. This evening will include activities to increase the knowledge of math for both parents and students as well as give them an opportunity to practice their mathematical knowledge. (Oriental Trading, Wal Mart, Publix, GFS)	200.00	
Continuous Improvement Goal : Strategy 1.2 Curriculum Nights: Aloha to Reading, Science Night, Pirate Math Night, Family Fun Fest	Science Family Night Supplies, including food, to support the Science Curriculum Evening. This evening will include activities to increase the knowledge of science for both parents and students as well as give them an opportunity to practice their scientific knowledge.(Oriental Trading,	200.00	

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	Wal Mart, Publix, GFS)		
Career and Technical Education Goal : Strategy 1.3 Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-in.	Great American Teach-In Supplies, including food, will be provided for the speakers to ensure the Great American Teach In is successful. Parents and presenters will have the opportunity to visit many classrooms in introduce the students to a variety of careers. (Oriental Trading, Wal Mart, Publix, GFS)	100.00	
Health and Fitness Goal: Strategy 1.4 Field Day and Walk-a-thon planned during the school day to promote healthy exercise.	Field Day and Walk-a-thon Supplies, including food, will be provided for the students, parents and volunteers who attend and participate in our Field Day to promote healthy exercise. (Oriental Trading, Wal Mart, Publix, GFS)	53.30	
Final Amount Spent:		753.30	