

# FLORIDA DEPARTMENT OF EDUCATION



## **Pinecrest Elementary School School Improvement Plan (SIP) Form SIP-1**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

## PART I: SCHOOL INFORMATION

School Name: <b>Pinecrest Elementary</b>	District Name: <b>Hillsborough</b>
Principal: <b>Denise Mobley</b>	Superintendent: <b>MaryEllen Elia</b>
SAC Chair: <b>Debbie Cook</b>	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	Denise Mobley	MA: Ed Leadership BA: Elem Ed 1-6 Certification in: ESOL	9	9	<table border="1"> <thead> <tr> <th>Year</th> <th>Gr.</th> <th>R</th> <th>M</th> <th>S</th> <th>W</th> <th>GR/GM</th> <th>LQR</th> <th>LQM</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td>11-12</td> <td>A</td> <td>57</td> <td>43</td> <td>53</td> <td>85</td> <td>64/72</td> <td>79</td> <td>79</td> <td></td> </tr> <tr> <td>10-11:</td> <td>B</td> <td>84</td> <td>75</td> <td>62</td> <td>95</td> <td>65/59</td> <td>56</td> <td>46</td> <td>85</td> </tr> <tr> <td>09-10:</td> <td>A</td> <td>86</td> <td>78</td> <td>61</td> <td>91</td> <td>65/59</td> <td>64</td> <td>52</td> <td>90</td> </tr> <tr> <td>08-09:</td> <td>A</td> <td>79</td> <td>72</td> <td>39</td> <td>93</td> <td>70/59</td> <td>52</td> <td>64</td> <td>97</td> </tr> </tbody> </table>	Year	Gr.	R	M	S	W	GR/GM	LQR	LQM	AYP	11-12	A	57	43	53	85	64/72	79	79		10-11:	B	84	75	62	95	65/59	56	46	85	09-10:	A	86	78	61	91	65/59	64	52	90	08-09:	A	79	72	39	93	70/59	52	64	97
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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)																																																		
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### 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	General Directors	June	
2. Recruitment Fairs	James Goode	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

**Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None at this time	

**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
<b>48</b>	<b>2% (1)</b>	<b>15% (7)</b>	<b>48% (23)</b>	<b>35% (17)</b>	<b>50% (24)</b>	<b>100% (48)</b>	<b>100% (48)</b>	<b>4% (2)</b>	<b>75% (36)</b>

**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
Tressa Jones	Amanda Cave	Mrs. Jones is a Mentor with the district’s EET initiative. Due to her strengths in the areas of leadership, mentoring, and increasing student achievement, she will serve as an excellent Coach to Ms. Cave a first year teacher.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Heather Bisesto	Amanda Cave	Ms. Bisesto is our School’s Reading Coach	On-going co-planning, modeling of lessons and observation with feedback.

**Additional Requirements**

**Coordination and Integration-Title I Schools Only**

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

<p><b>Title 1, Part A</b> Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>	Title I, Part A
<p><b>Title I, Part C- Migrant</b> The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>	Title I, Part C- Migrant
<p><b>Title I, Part D</b> N/A</p>	Title I, Part D
<p><b>Title II</b> The district receives funds for staff development to increase student achievement through teacher training.</p>	Title II
<p><b>Title III</b> Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>	Title III
<p><b>Title X- Homeless</b> The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>	Title X- Homeless
<p><b>Supplemental Academic Instruction (SAI)</b> SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>	Supplemental Academic Instruction (SAI)
<p><b>Violence Prevention Programs</b> N/A</p>	Violence Prevention Programs
<p><b>Nutrition Programs</b> N/A</p>	Nutrition Programs
<p><b>Housing Programs</b> N/A</p>	Housing Programs
<p><b>Head Start</b> We utilize information from students in Head Start to transition into Kindergarten. We are fortunate to have a Head Start class located on our campus.</p>	Head Start
<p><b>Other</b> N/A</p>	Adult Education

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

### School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

The PS/MTSS Leadership team (Problem Solving Leadership Team – MTSSLT) includes:

- Principal – Denise Mobley
  - Assistant Principal for Curriculum – Elisa Walker
  - Guidance Counselor - Kimberly Terrell
  - School Psychologist – Erica Burton
  - Social Worker - Anica Colon
  - Academic Coaches (Reading) –Heather Bisesto
  - ESE teachers - Arvie Hidalgo and Jane Hertzberg
  - General Education teachers – Debbie Cook
  - ELL Representative – Myra Nieves
  - Attendance Committee Representative – Lani Stephens, Sheila McGlade, Courtney Driggers, Brian Sparks or Carlos Rabello
- (Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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

The purpose of the core Leadership Team in our school is to:

- Ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction.
- Review school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students.
- Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.  
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.
- Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

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

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- 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/MTSS)
- 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/MTSS)
  - 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/MTSS)
  - 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 MTSSLT.
- 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).

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

- 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 indentifying research-based instructional materials and intervention resources at Tiers 2/3.
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs, Flight School, and Saturday School) that provided intervention students indentified through data reviews conducted by the PLC's.
- Organize and support systematic data collection as needed
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Determine the school-wide professional development needs of faculty and staff and provide for trainings aligned with the SIP goals
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Focus on more rigor
  - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSSLT)
- At the end of each quarter, assist in the evaluation of teacher fidelity data and student achievement data collected during that grading period.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Use PLC logs to communicate initiatives between the MTSSLT and PLCs.

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

- The MTSSLT and SAC were involved in the School Improvement Plan development that was initiated during preplanning and September faculty meetings for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the MTSSLT for school-wide goals in Reading, Math, Writing, Science, Attendance and

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Suspension/Behavior.

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The MTSSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The MTSSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze screening and collateral data
  - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - develop and target interventions based on confirmed hypotheses
  - establish methods to track students' progress with appropriate progress monitoring assessments
  - develop progress monitoring goals to determine when student(s) need more or less support to meet established class, grade, and/or school goals
  - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
  - assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

**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. The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

**Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Administrators, Reading Coach, Team Leaders, V- PLC Facilitators
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	MTSSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall PLC logs	MTSSLT, PLCs, individual teachers



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Ie. Formative Reading Test, Formative Math Test, District Demand Writes		
Program Generated Assessments: I-Station, Study Island, RP, Fast Mast	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Administrators, Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL MTSSLT Representative
Common Assessments* ( <i>see below</i> ) of chapter/segments tests using adopted curriculum resources Ie. Running Records, Demand Writes, Math Test	Subject Area Generated Database	MTSSLT, Team Leaders, individual teachers
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers
DRA-2	School Generated Excel Database Data Wall	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty MTSSLT

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

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

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* Ongoing Progress Monitoring (mini-assessments /adopted curriculum resource materials)	School Generated Database in Excel	MTSSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	MTSSLT/ Reading Coach
Ongoing assessments within Reading, Writing, Math and Science	School Generated Database in Excel	MTSSLT/Team PLC/Individual Teachers

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

\*\* In addition to Core assessments, on-going progress monitoring of intensive interventions requires additional Curriculum Based Measures (CBM) that:

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

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Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2009-2010, 2010-2011, and 2011-2012 school years. MTSSLT members who attended the district level MTSS/RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. This year our Area VI MTSS/RtI facilitator presented trainings to the MTSSLT, faculty and visited grade level PLC for more clarification on the MTSS process. The Problem Solving Leadership Team has continued to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts during per-panning and faculty meetings during the month of September. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District’s Problem Solving Team develops resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS as they become available. All teachers will complete the state perceptions of PS/MTSS Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/MTSS implementation

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, MTSSLT, 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).

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 – Denise Mobley
- Assistant Principal for Curriculum – Elisa Walker
- Reading Coach – Heather Bisesto
- Teachers- serving on the Reading Vertical PLC
- Media Specialist – Jeana Sistrunk

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.

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- The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.
- The principal also ensures that the LLT monitors reading data, identifies school-wide instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders.

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Data analysis (on-going)
- Implement K-12 Reading Plan

### *NCLB Public School Choice*

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten 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
<b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>			1.1. 1. Limited common planning time. 2. Lack of consistent implementation of the <b>Core-Continuous Improvement Model (C-CIM)</b> 3. Lack of common assessments that measure the same skills. 4. Teachers are at various levels of understanding how to provide differentiated instruction based on student data 5. Lack of time for compiling data collection. 6. Timely placement of students with academic needs into programs. 7. Lack of student participation/attendance. 8. Lack of transportation for	1.1. <b>Strategy:</b> The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the <b>(C-CIM)</b> with core curriculum and providing <b>Differentiated Instruction (DI)</b> as a result of the problem-solving model.  <b>Action Steps:</b> 1. The school will provide common planning time for each grade level PLC 2. PLC's are familiar with the content standards. 3. Grade Level will use common assessments and discuss data during grade level and V-PLC 4. Data gathered	1.1. <b>Who:</b> Principal, APEI, Reading Coach, Reading Leadership Team/Vertical PLC Facilitators, Grade Level PLC Team Leaders  <b>How:</b> 1. PLC logs reflect the use of data gathered from common assessments and discussion of individual students needing remediation/enrichment 2. PS/LLT reviews PLC data and provides feedback. 3. Grade level goals are updated for the following quarter. 4. Resources are provided as needed for the goal to be met	1.1 Based on the data provided by: -Teacher, -Grade level PLC - Vertical PLC -Leadership Team recommendations will be made to the SAC each quarter concerning strategy effectiveness.  <u>1<sup>st</sup> Grading Period Check</u>  <u>2<sup>nd</sup> Grading Period Check</u>  <u>3<sup>rd</sup> Grading Period Check</u>	1.1. <u>2-3x Per Year</u> FAIR DRA  During Grading Period Chapter/unit test, running records, response journals and other common assessments in reading
<b>Reading Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
In grades 3-5, the percentage of All Curriculum students achieving a level 3 or higher on the FCAT Reading will increase from <b>57%</b> in 2012 to <b>62%</b> in 2013.	<b>57%</b>	<b>62%</b>					

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			<p>afternoon ELP.</p> <p>9. Lack of parental involvement and communication.</p>	<p>from common assessments will be used to indentify students' specific skill needs.</p> <p>5. In addition to guided reading, teachers and Title I tutors will provide specific skill instruction to students needing remediation or enrichment using the C-CIM model during Flight School (RtI) before, during or after school.</p> <p>6. Action steps 3 - 5 will be repeated each quarter</p> <p>7. Grade Level PLC's will provide data to the PS/LLT for review</p> <p>8. Provide opportunity for parents to participate in Book Study on reading comprehension.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Reading Goal #2:</u> In grades 3-5, the percentage of All Curriculum students achieving level 4 or 5 in FCAT Reading will increase from <b>27%</b> in 2012 to <b>32%</b> in 2013.	<u>2012 Current Level of Performance:*</u> <b>27%</b>	<u>2013 Expected Level of Performance:*</u> <b>32%</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	
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
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u> In grades 3-5, points earned from students making learning gains on the 2013 FCAT Reading will increase from <b>64 points</b> in 2012 to <b>67 points</b> in 2013.	<u>2012 Current Level of Performance:*</u> <b>64 points</b>	<u>2013 Expected Level of Performance:*</u> <b>67 points</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
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
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>

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In grades 3-5, points earned from students in the lowest quartile making learning gains on the 2013 Reading FCAT will increase from <b>79 points</b> in 2012 to <b>82 points</b> in 2013.	<b>79 points</b>	<b>82 points</b>											
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>								
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>							
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b> <u>Reading Goal #5:</u>													
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <u>Reading Goal #5A:</u>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>							
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td><b>White: 65%</b></td> <td><b>White: 69%</b></td> </tr> <tr> <td><b>Hispanic: 38%</b></td> <td><b>Hispanic: 44%</b></td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>White: 65%</b>	<b>White: 69%</b>	<b>Hispanic: 38%</b>	<b>Hispanic: 44%</b>						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*												
<b>White: 65%</b>	<b>White: 69%</b>												
<b>Hispanic: 38%</b>	<b>Hispanic: 44%</b>												
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from <b>65%</b> to <b>69%</b> .													
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from <b>38%</b> to <b>44%</b> .													
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the	<b>Student Evaluation Tool</b>								

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						effectiveness of strategy?	
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5B.1.	5B.1	5B.1.	5B.1.	5B.1.
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
The percentage of Economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 51% to 56%.	<b>51%</b>	<b>56%</b>					
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1	5C.1	5C.1.
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<ol style="list-style-type: none"> <li>Limited common planning time.</li> <li>Lack of trainings opportunities.</li> <li>Lack of consistent implementation of <b>ESOL strategies</b></li> <li>Teachers are at various levels of understanding how to provide differentiated instruction based on ELL needs.</li> <li>Lack of time for compiling data collection.</li> <li>Lack of transportation for afternoon ELP.</li> <li>Lack of parental involvement and</li> </ol>	<ol style="list-style-type: none"> <li>The school will provide common planning time for each grade level PLC</li> <li>ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA, ESOL strategies, and heritage dictionaries into core content lessons.</li> <li>ERT models lessons using CALLA, ESOL</li> </ol>	<u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers  <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u> , p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction" <ol style="list-style-type: none"> <li>PLC logs reflect the use of data gathered from common assessments and discussion of individual students needing remediation/enrichment</li> </ol>	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist	2-3x Per Year FAIR DRA  <u>During Grading Period</u> Chapter/unit test, running records, response journals and other common assessments in reading
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 28% to 35%.	<b>28%</b>	<b>35%</b>					



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			<p>communication. Lack of schooling of ELL parents in native and English language.</p>	<p>strategies, and other ELL resource materials.</p> <ol style="list-style-type: none"> <li>4. ERT observes content area teachers using CALLA and provides feedback, coaching and support.</li> <li>5. Core content teachers administer and analyze ELLs performance on assessments.</li> <li>6. Teachers aggregate data to determine the performance of ELLs compared to the whole group.</li> <li>7. Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</li> <li>8. Teachers and ELP tutors will provide specific skill instruction to students needing remediation or enrichment using the C-CIM model during Flight School (RtI) before, during</li> </ol>	<ol style="list-style-type: none"> <li>2. PS/LLT reviews PLC data and provides feedback.</li> <li>3. Grade level goals are updated for the following quarter.</li> <li>4. Resources are provided as needed for the goal to be met</li> <li>5. Purchase supplemental materials to enhance instruction.</li> </ol>	<p>with the analysis of ELLs performance data.</p> <ul style="list-style-type: none"> <li>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</li> </ul> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> <li>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</li> <li>-Data is used to drive teacher support and student supplemental instruction.</li> <li>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</li> </ul>	
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				or after school. 9. Provide informational opportunities for ELL families.			
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Reading Goal #5D:</b> The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 41% to 47%.			<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>41%</b>	<b>47%</b>					

Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Analyzing Student Fair Data	K-5	Reading Coach Team Leaders/ PLC Facilitator	Reading teachers	Faculty Meeting and PLCs in September/October, January and April/May	Administrators will review Grade Level and Vertical Reading PLC logs to monitor the analysis of student data to inform instruction.	Administrative Team Reading Leadership Team
PLC	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team Reading Leadership Team
PLC Facilitator Training	K-5	District Trainer	Grade level and vertical PLC facilitators	Fall, 2012	PLC logs	Administrative Team Reading Leadership Team

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Differentiated Instruction	K-5	Team Leaders/ Vertical PLC facilitators	All teachers school wide	Weekly/Monthly PLC meetings	Administrative Pop-Ins to review lesson plans and monitor implementation.	Administrative Team Reading Leadership Team
RTI/Flight School /Scheduling	K-5	Assistant Principal PS/RTI Team	All teachers school wide	August, 2012 September Faculty Mtgs And PLC	Administrative Pop-Ins to monitor implementation PLC logs Flight School tutor logs Flight School lesson plans	Administrative Team Reading Leadership Team PS/RTI Team
Words Their Way Book Study	K-5	Reading Coach Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team
Teaching Outside the box: How to grab students by their brains Book Study	K-5	Cook Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team
7 Keys to Comprehension: How to Get your Child to Read and Get It	K-5	Reading Coach	Parents	Fall, 2012	Parent Survey Student Progress	Classroom Teacher Administration Reading Leadership Team

*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	
					Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>			1.1.	1.1.	1.1.	1.1.	1.1.	
<b>Mathematics Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1. Limited common planning time.	I.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' math problem solving skills will improve through teachers using the <u>(C-CIM)</u> with core curriculum and providing <u>Differentiated Instruction (DI)</u> as a result of the problem-solving model.  <u>Action Steps:</u> 1. The school will provide common planning time for each grade level PLC 2. PLC's are familiar with the content standards. 3. Grade Level will use common assessments and discuss data during grade level and V-PLC 4. Data gathered from common assessments will be used to identify students'	Who: Principal, APEI, Vertical PLC Facilitators, Grade Level PLC Team Leaders	Based on the data provided to the PS/LLT recommendations will be made to the SAC each quarter concerning strategy effectiveness.	2-3x Per Year District formative Math assessments	
In grades 3-5, the percentage of All Curriculum students achieving a level 3 or higher on the FCAT Math will increase from <b>43%</b> in 2012 to <b>50%</b> in 2013.	<b>43%</b>	<b>50%</b>	2. Lack of consistent implementation of the <u>Core-Continuous Improvement Model (C-CIM)</u>		How	1 <sup>st</sup> Grading Period Check		
			3. Lack of school wide common assessments that measure the same skills.		1. PLC logs reflect the use of data gathered from common assessments and discussion of individual students needing remediation/enrichment	2 <sup>nd</sup> Grading Period Check		
			4. Teachers are at various levels of understanding how to provide differentiated instruction based on		2. PS/LLT reviews PLC data and provides feedback. 3. Grade level goals are updated for the following quarter. 4. Resources are provided as needed for the goal to be met	3 <sup>rd</sup> Grading Period Check		During Grading Period Chapter/unit and common assessments in Math

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			<p>student data</p> <ol style="list-style-type: none"> <li>5. Lack of time for compiling data collection.</li> <li>6. Timely placement of students with academic needs into programs.</li> <li>7. Lack of student participation/attendance.</li> <li>8. Lack of transportation for afternoon ELP.</li> <li>9. Lack of parental involvement and communication.</li> </ol>	<p>specific skill needs.</p> <ol style="list-style-type: none"> <li>5. Teachers and ELP tutors will provide specific skill instruction to students needing remediation or enrichment using the C-CIM model during Flight School (RtI) before, during or after school.</li> <li>6. Action steps 3 - 5 will be repeated each quarter</li> <li>7. Grade Level PLC's will provide data to the PS/LLT for review</li> <li>8. Provide opportunity for parents to attend a Math Family Night.</li> </ol>			
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>

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<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
In grades 3-5, the percentage of All Curriculum students achieving level 4 or 5 in FCAT Math will increase from <b>16%</b> in 2012 to <b>21%</b> in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	<b>16%</b>	<b>21%</b>					
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from <b>72 points</b> in 2012 to <b>75 points</b> in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	<b>72 points</b>	<b>75 points</b>					
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: In grades 3-5, the percentage of All Curriculum students in the lowest quartile making learning gains in Math will	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	<b>79 points</b>	<b>82 points</b>					

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increase from <b>79 points</b> in 2012 to <b>82 points</b> in 2013.							
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
Math Goal #5:							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>		5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	5A.1. <b>See 1.1</b>	
Mathematics Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 50% to 55%.	<b>White: 50%</b>	<b>White: 55%</b>					
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 26% to 33%.	<b>Hispanic: 26%</b>	<b>Hispanic: 33%</b>					
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<u>Mathematics Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 37% to 43%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	<b>37%</b>	<b>43%</b>					
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 22% to 30%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	<b>22%</b>	<b>30%</b>					
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u> The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 33% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>
	<b>33%</b>	<b>39%</b>					



*End of Elementary or Middle School Mathematics Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team Vertical Math Team
PLC Facilitator Training	K-5	District Trainer	Grade level and vertical PLC facilitators	Fall, 2011	PLC logs	Administrative Team Vertical Math Team
Differentiated Instruction	K-5	Team Leaders/ Vertical PLC facilitators	All teachers school wide	Weekly/Monthly PLC meetings	Administrative Pop-Ins to review lesson plans and monitor implementation.	Administrative Team Vertical Math Team
Teaching Outside the box: How to grab students by their brains Book Study	K-5	Cook Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team

*End of Mathematics Goals*

### Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>			1.1.  1. Limited common planning time 2. Availability of resources 3. Adapting to new textbook series. 4. Over use of textbook instead of hands-on activities. 5. Teachers are at various levels of understanding how to provide differentiated instruction based on student data 6. Lack of time allotted for instruction. 7. Lack of student participation/attendance. 8. Lack of parental involvement and	1.1.  <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the amount of <b><u>inquiry based instruction</u></b> , accountable talk, higher order questions, exploring time, and student engagement) per period of instruction.  <u>Action Steps:</u> 1. The school will provide a common planning time for each grade level PLC 2. PLC's will become familiar with the content standards 3. Grade Level will use common assessments and discuss data during grade level and V-PLC 4. Data gathered	1.1.  Principal, APEI, Vertical PLC Facilitators, Grade Level PLC Team Leaders  <u>How</u> 1. PLC logs reflect the use of data gathered from common assessments and discussion of individual students needing remediation/enrichment 2. PS/LLT reviews PLC data and provides feedback. 3. Grade level goals are updated for the following quarter. 4. Resources are provided as needed for the goal to be met	1.1.  Based on the data provided to the PS/LLT recommendations will be made to the SAC each quarter concerning strategy effectiveness.  <u>1<sup>st</sup> Grading Period Check</u>  <u>2<sup>nd</sup> Grading Period Check</u>  <u>3<sup>rd</sup> Grading Period Check</u>	1.1.  <u>2-3x Per Year</u> District formative assessments  <u>During Grading Period</u> Chapter and units test in Science
Science Goal #1:  In grade 5, the percentage of All Curriculum students achieving a level 3 or higher on the FCAT Science will increase from <b>53%</b> in 2012 to <b>58%</b> in 2013.	2012 Current Level of Performance: *  <b>53%</b>	2013 Expected Level of Performance: *  <b>58%</b>					

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			communication.	<p>from common assessments will be used to identify students' specific skill needs</p> <p>5. Teachers and ELP tutors will provide specific skill instruction to students needing remediation or enrichment before during and after school.</p> <p>6. Teachers will incorporate technology and/or hands-on science instruction weekly.</p> <p>7. Action steps 3 - 5 will be repeated each quarter</p> <p>8. Grade Level PLC's will provide data to the PS/LLT for review</p> <p>9. Provide informational opportunities for parents concerning science.</p>			
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b> In grade 5, the percentage of All Curriculum students achieving level 4 or 5 in FCAT Science will increase from <b>18%</b> in 2012 to <b>21%</b> in 2013.	2012 Current Level of Performance: * <b>18%</b>	2013 Expected Level of Performance: * <b>21%</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>	<b>See 1.1</b>

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team Reading Leadership Team
PLC Facilitator Training	K-5	District Trainer	Grade level and vertical PLC facilitators	Fall, 2012	PLC logs	Administrative Team Reading Leadership Team
Differentiated Instruction	K-5	Team Leaders/ Vertical PLC facilitators	All teachers school wide	Weekly/Monthly PLC meetings	Administrative Pop-Ins to review lesson plans and monitor implementation.	Administrative Team Reading Leadership Team
RTI/Flight School /Scheduling	K-5	Assistant Principal PS/RTI Team	All teachers school wide	August, 2012 September Faculty Mtgs And PLC	Administrative Pop-Ins to monitor implementation PLC logs Flight School tutor logs Flight School lesson plans	Administrative Team Reading Leadership Team PS/RTI Team
Teaching Outside the box: How to grab students by their brains Book Study	K-5	Cook Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team

*End of Science Goals*

**Writing/Language Arts Goals**

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>			1.1. 1. Limited common planning time to meet in PLC's to discuss common deficiencies in writing. 2. Teachers are at various levels of understanding how to provide differentiated instruction based on student data 3. Due to new FCAT scoring criteria, teachers need to attend Updated Scoring Rubric training. 4. Lack of needed instructional time. 5. Lack of student motivation. 6. Lack of time for compiling data collection.	1.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include <b>Differentiated Instruction, effective holistic scoring methods, and conferencing with students.</b>  <u>Action Steps:</u> 1. The school will provide common planning time for each grade level PLC 2. PLC's are familiar with the content standards. 3. The school will implement monthly writing prompts for grades 2-5. 4. Writing examples will be graded by two or more teachers from the grade level team/PLC.	1.1. <u>Who:</u> Principal, APEI, Vertical PLC Facilitators, Grade Level PLC Team Leaders  <u>How:</u> 1. Administration and scoring of monthly common writing prompts and a School-wide consistent method of saving student work will be established.  2. PLC examination of data from monthly writing prompts.  3. PLC discusses effective writing strategies/lesson plans based on student and	1.1. Based on the data provided to the PS/LLT recommendations will be made to the SAC each quarter concerning strategy effectiveness  <u>1<sup>st</sup> Grading Period Check</u> <u>2<sup>nd</sup> Grading Period Check</u> <u>3<sup>rd</sup> Grading Period Check</u>	1.1. <u>2-3x Per Year</u> District Demand Writes  <u>During Grading Period</u> Pinecrest Demand Writes
Writing/LA Goal #1: In grade 4, the percentage of All Curriculum students achieving a level 3 or higher on the FCAT Writing will increase from <b>85%</b> in 2012 to <b>90%</b> in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			<p>7. Lack of student participation/attendance.</p> <p>8. Lack of parental involvement.</p>	<p>5. Teachers will complete STAR or SMILE conference forms to go along with each demand writes.</p> <p>6. Data gathered from common assessments will be used to indentify students' specific skill needs.</p> <p>7. Grade Level will use common assessments and discuss data during grade level and V-PLC</p> <p>8. Teachers and/or Title I tutors will provide specific skill instruction to students needing remediation or enrichment.</p> <p>9. Action steps 3 - 5 will be repeated each quarter</p> <p>10. Grade Level PLC's will provide data to the PS/LLT for review.</p> <p>11. Provide informational opportunities for parents concerning writing.</p>	<p>student need.</p> <p>4. PLC discussion of writing strategies on PLC logs.</p> <p>5. Data shared at Leadership Team Mtg.</p>		
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**Writing/Language Arts Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team Reading Leadership Team
PLC Facilitator Training	K-5	District Trainer	Grade level and vertical PLC facilitators	Fall, 2012	PLC logs	Administrative Team Reading Leadership Team
Differentiated Instruction	K-5	Team Leaders/ Vertical PLC facilitators	All teachers school wide	Weekly/Monthly PLC meetings	Administrative Pop-Ins to review lesson plans and monitor implementation.	Administrative Team Reading Leadership Team
RTI/Flight School /Scheduling	K-5	Assistant Principal PS/RTI Team	All teachers school wide	August, 2012 September Faculty Mtgs And PLC	Administrative Pop-Ins to monitor implementation PLC logs Flight School tutor logs Flight School lesson plans	Administrative Team Reading Leadership Team PS/RTI Team
Words Their Way Book Study	K-5	Reading Coach Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team
Teaching Outside the box: How to grab students by their brains Book Study	K-5	Cook Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team

*End of Writing Goals*

**Attendance Goal(s)**

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Attendance</b>			1.1.	1.1.	1.1.	1.1.	1.1
<b>Attendance Goal #1:</b> The Attendance rate will increase from <b>94.53</b> in 2011-2012 to <b>95.53</b> in 2012-2013.  The number of students who have 10 or more unexcused absences throughout the school year will decrease from <b>68</b> in 2011-2012 to <b>50</b> in 2012-2013.  The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from <b>78</b> in 2011-2012 to <b>65</b> in 2012-2013.	<u>2012 Current Attendance Rate:*</u> <b>94.53</b>	<u>2013 Expected Attendance Rate:*</u> <b>95.53</b>	1. Loss of instructional time for absent or tardy students. 2. Lack of parental involvement and/or support to get identified students to school. 3. Large school boundaries – distance parents must drive to bring students	1. The school will establish an Attendance Committee. 2. School Slogan “When you miss school, we miss you and you miss out” is advertised daily on morning show. 3. The Attendance Committee will review monthly attendance/ tardies. 4. Data gathered from the attendance reviews will be used to indentify students’ needing support 5. Mentors will be assigned to specific students to encourage/motivate attendance. 6. Mentors will communicate with homeroom teacher regarding	Principal, APEI, Social Worker, Attendance Committee, teachers,	1. Attendance committee reviews monthly attendance summaries to reflect and discussion of individual students needing attendance intervention. 2. Grade level goals are updated for the following quarter. 3. Resources are provided as needed for the goal to be met	Attendance Report Tardy Report Attendance Plan PLC logs
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <b>68</b>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <b>50</b>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <b>78</b>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <b>65</b>					



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				attendance concerns. 7. Monthly attendance incentives will be presented to teachers with the highest attendance for their grade level.		
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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
Attendance Plan	Administrators and Attendance Committee K-2	Social Worker Guidance Counselor	At Administrator staff meeting and monthly Attendance Committee meetings	Fall Faculty meeting	Review plan and student data every 20 days	Social Worker Guidance Counselor
Attendance Mentors	K-2	Social Worker Guidance Counselor Assistant Principal	Attendance mentors/Specialist	September, 2012	Review of attendance mentoring logs	Social Worker Guidance Counselor
PLC	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team Reading Leadership Team

*End of Attendance Goals*

### Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Suspension</b>			1.1.	1.1.	1.1.	1.1.	1.1
Suspension Goal #1:  The total number of In-School Suspensions will decrease from 5 in 2010-2012 to 3 in 2011- 2013.  -The total number of students receiving In-School Suspension will decrease from 5 in 2010-2012 to 3 in 2011-2013.  -The total number of Out-of-Suspensions will decrease from 6 in 2010-2012 to 3 in 2011-2013.  -The total number of students receiving Out-of-School	2012 Total Number of In -School Suspensions	2013 Expected Number of In- School Suspensions	Lack of opportunities exists for students to connect and establish mentoring relationships with adults at school.	A <b>mentor program</b> will be implemented to support students who accrue more than 3 referrals in one semester.	Guidance Social Worker School Psychologist	A subgroup of the Problem Solving Leadership Team will review referral data and determine the percent of student with 3 or more referrals per semester. The Team will review the data biweekly and report progress to MTSSLT monthly.	Biweekly referral Data.
	5	3					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	5	3					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
6	3						
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School						
4	2						

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Suspension will decrease from 3 in 2010-2012 to 1 in 2011- 2013.							
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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
None at this time						

*End of Suspension Goals*

**Parent Involvement Goal(s)**

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

**Health and Fitness Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<p><b>1. Health and Fitness Goal</b> During the 2011-2012 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 52% on the Pretest to 75% on the Posttest.</p>	<p>1.1.  1. Kids leaving throughout the year. 2. Children making unhealthy choices.</p>	<p>1.1. Students will engage in the equivalent of one class period per day of physical education – 2 days /week with a PE Specialist and 3 days/week with their</p>	<p>Principal / APEI  PE Specialist</p>	<p>1.1. Walk-throughs and Pop-Ins  2. Teachers’ lesson plans</p>	<p>1. Student schedules 2. Master schedule 3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>

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<b>Health and Fitness Goal #1:</b> During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 51% on the Pretest to 61% on the Posttest.	2012 Current Level :*	2013 Expected Level :*		homeroom teacher			
	<b>51%</b>	<b>61%</b>					
			1.2.	1.2. Continue activity initiatives developed and implemented by the school’s H.E.A.R.T. team last year. 1. Nutritional information posters will be displayed in the Pilot Café. 2. The PE Specialist will maintain a PE bulletin board providing information related to physical fitness.	1.2. Member of H.E.A.R.T. team -APEI -Nutrition manager -PE Specialist	1.2. Walk-throughs and Pop-Ins	1.2. Principal./APEI
		1.3.	<b>Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 Minutes of Elem. Physical Education folder on IDEAS.</b>	1.3. 1. Principal / APEI 2. PE Specialist	1.3. Walk-throughs and Pop-Ins	1.3. Principal./APEI	

**Health and Fitness Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
None at this time						

### 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
<b>1. Continuous Improvement Goal</b>			1.1 - Not enough time to meet	1.1 PLCs will meet the third Tuesday of each month and an additional hour 2 times per quarter.	1.1 Administration  - Administration will review PLCs logs and provide feedback.	1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.
<u>Continuous Improvement Goal #1:</u>  The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase from 97.3% in 2012 to 99% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	<b>97.3%</b>	<b>99%</b>					
			1.2 - Not all staff is trained in PLCs. - Not all PLC Facilitators/ Subject Area Leaders are trained to lead PLCs.  - Difficulty making the transition for keeping meetings curriculum and student focused.	1.2 PLC log templates will be created that include the SIP’s goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work	1.2 Administration  Teachers who have received District training in PLCs and PLC Facilitation - Administration will review PLCs logs.	1.2 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 PLC Facilitators will provide feedback to PLST team on progress of their PLC.

### 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	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team PLC Facilitators
PLC Facilitator Training	K-5	District Trainer	Grade level and vertical PLC	Fall, 2011		Administrative Team

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			facilitators		PLC logs	PLC Facilitators
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*End of Additional Goal(s)*

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

**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
<b>C. Students scoring proficient in Listening/Speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<u>CELLA Goal #C:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 47% in 2012 to 52% in 2013.	<b>47%</b>	8. Limited common planning time. 9. Lack of trainings opportunities. 10. Lack of consistent implementation of <b>ESOL strategies</b> 11. Teachers are at various levels of understanding how to provide differentiated instruction based on ELL needs. 12. Lack of time for compiling data collection. 13. Lack of transportation for afternoon ELP. 14. Lack of parental involvement	10. The school will provide common planning time for each grade level PLC 11. ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA, ESOL strategies, and heritage dictionaries into core content lessons. 12. ERT models lessons using CALLA, ESOL strategies, and other ELL resource materials. 13. ERT observes content area teachers using CALLA and provides feedback, coaching and support. 14. Core content teachers administer	Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers  How -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u> , p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction 1. PLC logs reflect the use of data gathered from common assessments and discussion of individual students needing remediation/	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher	2-3x Per Year FAIR DRA  During Grading Period Chapter/unit test, running records, response journals and other common assessments in reading

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		and communication. Lack of schooling of ELL parents in native and English language.	and analyze ELLs performance on assessments. 15. Teachers aggregate data to determine the performance of ELLs compared to the whole group. 16. Based on data core content teachers will differentiate instruction to remediate/enhance instruction. 17. Teachers and ELP tutors will provide specific skill instruction to students needing remediation or enrichment using the C-CIM model during Flight School (RtI) before, during or after school. 18. Provide informational opportunities for ELL families.	enrichment 6. PS/LLT reviews PLC data and provides feedback. 7. Grade level goals are updated for the following quarter. 8. Resources are provided as needed for the goal to be met 9. Purchase supplemental materials to enhance instruction.	support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
Students read in English at grade level text in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>		<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>D. Students scoring proficient in Reading.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #D:</b> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% in 2012 to 31% in	2012 Current Percent of Students Proficient in Reading : <b>26%</b>	<b>See Reading Goal 1.1</b>	<b>See Reading Goal 1.1</b>	<b>See Reading Goal 1.1</b>	<b>See Reading Goal 1.1</b>	<b>See Reading Goal 1.1</b>



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2013.						
Students write in English at grade level in a manner similar to non-ELL students.		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>E. Students scoring proficient in Writing.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 27% in 2012 to 32% in 2013.	<u>2012 Current Percent of Students Proficient in Writing :</u> <b>27%</b>	<b>See Writing Goal 1.1</b>	<b>See Writing Goal 1.1</b>	<b>See Writing Goal 1.1</b>	<b>See Writing Goal 1.1</b>	<b>See Writing Goal 1.1</b>

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>STEM Goal #1:</u> Implement/expand project –based learning in math, science, engineering and technology.</p>	<p>1.1. 1. Limited common planning time 2. Availability of resources 3. Over use of textbook instead of hands-on activities. 4. Teachers are at various levels of understanding how to provide differentiated instruction based on student data 5. Lack of time allotted for instruction.</p>	<p>1.1. 1. The school will provide a common planning time for each grade level PLC 2. PLC’s will become familiar with the content standards 3. Grade Level will use common assessments and discuss data during grade level and V-PLC 4. Data gathered from common assessments will be used to identify students’ specific skill needs 5. Teachers and ELP tutors will provide specific skill instruction to students needing remediation or enrichment</p>	<p>1.1. 1. PLC logs reflect the use of data gathered from common assessments and discussion of individual students needing remediation/enrichment 2. PS/LLT reviews PLC data and provides feedback. 3. Grade level goals are updated for the following quarter. 4. Resources are provided as</p>	<p>1.1 Administrative walk-throughs</p>	<p>1.1 Logging number of project-based learning in math, science and STEM projects per grading period. Share data with teachers.</p>

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	<p>6. Lack of student participation/attendance.</p> <p>7. Lack of parental involvement and communication.</p>	<p>before during and after school.</p> <p>6. Teachers will incorporate technology and/or hands-on science instruction weekly.</p> <p>7. Action steps 3 - 5 will be repeated each quarter</p> <p>8. Grade Level PLC's will provide data to the PS/LLT for review</p> <p>9. Provide informational opportunities for parents concerning STEM.</p>	<p>needed for the goal to be met</p> <p>5. Purchase supplemental materials to enhance instruction.</p>		
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**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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	K-5	Team Leaders/ PLC Facilitators	All teachers school wide	Weekly/Monthly PLC meetings	PLC logs	Administrative Team Reading Leadership Team
PLC Facilitator Training	K-5	District Trainer	Grade level and vertical PLC facilitators	Fall, 2012	PLC logs	Administrative Team Reading Leadership Team
Differentiated Instruction	K-5	Team Leaders/ Vertical PLC facilitators	All teachers school wide	Weekly/Monthly PLC meetings	Administrative Pop-Ins to review lesson plans and monitor implementation.	Administrative Team Reading Leadership Team

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RTI/Flight School /Scheduling	K-5	Assistant Principal PS/RTI Team	All teachers school wide	August, 2012 September Faculty Mtgs And PLC	Administrative Pop-Ins to monitor implementation PLC logs Flight School tutor logs Flight School lesson plans	Administrative Team Reading Leadership Team PS/RTI Team
Teaching Outside the box: How to grab students by their brains Book Study	K-5	Cook Teachers	All teachers school wide	Fall, 2012	Administrative Pop-Ins to monitor implementation of strategies.	Administrative Team Reading Leadership Team

*End of STEM Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>CTE Goal #1:</b>  Increase parent participation during Great American Teach-In. The number of speakers will increase from 42 in 2011-2012 to 45 in 2012-2013	1.1.  -Some classes only have a few speakers in their classes during Great American Teach-in	1.1.  Implement speakers to visit and share with students about CTE careers throughout the year and during Great American Teach-In.	1.1.  Great American Teach-in Coordinator	1.1.  We will use the feedback to increase involvement from the community and to increase awareness of career opportunities.	1.1.  Sign in sheet and feedback from survey from teachers and speakers

**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 type="checkbox"/> Prevent

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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
All Academic Goal Areas	Substitute allocation for classroom teacher to attend district professional development and articulation across grade levels.	1,360.80	1,360.80
Final Amount Spent			\$1,360.80