Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Bay Crest Elementary	District Name: Hillsborough
Principal: Jennifer Robison	Superintendent: Mary Ellen Elia
SAC Chair: Lori Drysdale/Lisa Jewett	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

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[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	Jennifer Robison	ED.S. MA BA 1-6 ESOL Principal Certification	9	9	11/12:A 10/11: A 77% AYP 09/10: A 79% AYP 08/09: A 100% AYP
Assistant Principal	Carrie Kurella	MA BS ESOL	9	2	11/12:A 10/11: A 77% AYP 09/10: A 79% AYP 08/09: A 100% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Edmunds	MA BS	2	13	11/12:A 10/11: A 78% Reading 09/10: A 79% AYP Reading 08/09: A 95% AYP Reading
Writing	Jennifer Melnick- Wolf	BA K-6 ESOL	9	6	11/12:A 10/11: A 92% Writing 09/10: A 88% AYP Writing 08/09: A 96% AYP Writing

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 2012	

2. Recruitment Fairs	Supervisor of Teacher Recruitment	July 2012	
3. MAP and TIF	Supervisor of Data Analysis	August 2012	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers ● 4 out of field	Working on an agreement to earn certification.

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 Instr	% of First-Year Teach	% of Teachers with 1-5 Yea	% of Teachers with 6-14	% of Teachers with 15+ Yea	% of Teachers with Ad	% Highly Qualified Te	% Reading Endorsed Te	% National Board Certif	% ESOL Endorsed

uc tio nal Sta ff	ers	rs of Exp erie nce	Yea rs of Exp erie nce	rs of Exp erie nce	van ced De gre es	ac her s	ach ers	ied Te ac her s	Tea cher s
64	1% (4)	16 % (11)	44 % (29)	39 % (20)	28 % (18)	10 0% (64)	0% (0)	.5 % (3)	80 % (51)

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
Mindy Mabry	Amy Evans	Ms. Evans is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-weekly visits to observe lessons and give feedback to enhance lessons.

Additional Requirements

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Coordination and Integration-Title I Schools Only

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

	Title
Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.	
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.	
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.	
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.	

Title III Services are provided though the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners	Title
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.	Title
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title 1 funds to provide summer school, reading coaches, and extended learning opportunity programs.	Supp
Violence Prevention Programs **NA**	Viol
Nutrition Programs **NA**	Nutr
Housing Programs **NA**	Hous

Head Start We utilize information from students in Head Start to transition into Kindergarten.	Heac
Adult Education NA	Adul
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.	Care
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.	Job
Other **NA**	Othe

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

The MTSS Leadership team (Problem Solving Leadership Team-PSLT) includes:

Carrie Kurella-Assistant Principal

Sue Keller-Guidance Counselor

Jo Ann Branner-School Psychologist

Elizabeth Cabrera-Social Worker

LeAnn Hunt-ESE teacher

Renee Caruso-Teacher

Barbara Zimmer-Teacher

Sarah Hanold-Teacher

Helen Houk-Teacher

Alana Springman-Teacher

Karen Gettel-Teacher

Mandy Mabry-Teacher

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

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

● Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

● Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

     o Tutoring during the day in small group pull-outs in reading, math and science

     o Extended Learning Programs during and after school

● Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

● Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

● Review and interpret student data (academic, behavior and attendance) at the school and grade levels

● Organize and support systematic data collection as needed

● Strengthen the Tier 1 (core curriculum) instruction through the:

     o Implementation and support of PLCs

     o Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*

     o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

     o Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

> - o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
>
> - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
>
> - At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
>
> - Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
>
> - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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

- The Chair of SAC is a member of the PSLT.

- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12school year and during preplanning for the 2012-13 school year.

- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT 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 PSLT 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.

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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 PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.

- The PSLT 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 at intervals matched to the intensity of the interventions and/or enrichment

  - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

  - 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/RtI processes

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative

Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	individual teachers, PSLT
Nine Week Exams	Subject Area Generated Excel Database	individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers
Imagination Station Program	Assessments included in computer-based programs	PLC's/individual teachers
Successmaker Program	Assessments included in computer-based programs	PLC's/individual teachers

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

● Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.

● Determine which skills need to be taught with alternative strategies.

● Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.

● Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

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Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers

*Students receiving pull-out tutoring during 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 PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. 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/RtI, 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/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RTI) has also been described in Florida as a multi-tiered system of support (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, PLST, 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

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

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

- Principal- Jennifer Robison

- Assistant Principal- Carrie Kurella

- Reading Coach- Jennifer Edmunds

- Reading Teachers- MaryCarmen Pastoriza, Jennifer Robison, Carrie Kurella, Jennifer Edmunds, Michelle Hensor, Tom McPeek, Jackie Durning, Nicole Passilla, Ruth Jones,

   Patrick Shortt

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

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

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

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

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

● Implementation and evaluation of the SIP reading strategies across the content areas

● Professional Development

● Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas

● Data analysis (on-going)

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

[ ]

*High Schools Only

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

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

[ ]

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

[ ]

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

[ ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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**	

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1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. **Common Core Reading Strategy Across all Content Areas** Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Instruction Coaches How -Reading PLC Logs -PLC'S turn their logs into administration and/ or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.	1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)		

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Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 61% to 70%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61%	**70%**					

		1.2.-	1.2.	1.2.	1.2.	1.2.	
		Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	**Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**.	Who -Principal -AP -Instruction Coaches How -Grade level PLC Logs -Specials PLC Logs -ESE PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	through data school-wide and shares with staff the progress of strategy implementation.			

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

				implementation.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.		
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 32% to 40%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%	**40%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1. See 1.1	3.1. See 1.1 Using SAC's new idea for 2011-2012 We will recognize students who make at least a years worth of growth using Successmaker at the monthly Pep Rally	3.1. See 1.1 Jennifer Robison will hand out certificates at Pep Rally. Mrs. Robison will use the data to encourage students to continue making learning gains.	3.1. See 1.1	3.1.		

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Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 85 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	66 points	**85 points**				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/Details** *Academic Coach* -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all Grade Level PLCs to: --Facilitate lesson planning that embeds rigorous tasks	4.1. Who Administration How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit)		

		--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students.					

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Reading Goal # 4 Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 67 points to 85 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	67 points	**85 points**				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
Reading Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.		

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Reading Goal #5A: The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 72% to 85%. The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 44% to 60%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 56% to 70%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 72% Black: 44% Hispanic: 56% Asian: American Indian:	White: 85% Black: 60% Hispanic: 70% Asian: American Indian:				

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 53% to 68%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	53%	**68%**					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | 5D.1.

-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year. | 5D.1.

Strategy

SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations.

-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.

-Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons. | 5D.1.

Who

Principal, Assistance Principal

ESE Specialist

How

IEP Progress Reports reviewed by APC | 5D.1.

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 SMART Goal.

PLC Level

-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.

-PLCs reflect on lesson outcomes and data used to drive future instruction.

-For each class/course, PLCs chart their overall progress towards the SMART Goal.

Leadership Team Level

-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.

-Data is used to drive teacher support and student supplemental instruction. | 5D.1. | | |

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of SWD scoring proficient /satisfactory on the 2013 FCAT Reading will increase from 19% to 50%.							
	19%	**50%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

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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
Differentiated Instruction	Grades K-5	Reading Coach Team Leader	-All Teachers school-wide -PLCs	Early Release: October-December 2012	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal and Administrative 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** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1. -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1. **Strategy** Students' math achievements improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who - Principal -Technology Specialist How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-through observing this strategy. -Administrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)		

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Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 58% to 70%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58%	**70%**					

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

			scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. *In the classroom* During the lessons, **teachers**: -Ask questions and/ or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time.				

			-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. During the lessons, students: -Have opportunities to formulate many of the high-level questions based on the text/ content.				

			-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). School Leadership -The administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. **See Goals 1, 3 & 4**	2.1.	2.1.	2.1.		
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 27% to 40%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%	**40%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning.	3.1. Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core Standards in Mathematics. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)　 2. As a Professional Development activity in their PLCs, teachers spend time sharing,	3.1. Who Principal A.P. PLC Leaders Technology Specialist How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.	3.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3.1. 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks Chapter Test Benchmark mini-assessments First Nine Week Check Second Nine Week Check		

		researching, teaching, and modeling technology and hands-on strategies. 3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. As a Professional Development activity, teachers use data to discuss strategies that were effective. 8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.	-HCPS Informal Observation Pop-In Form (EET tool). First Nine Week Check Second Nine Week Check Third Nine Week Check	Third Nine Week Check		

		9. PLCs record their work in the PLC logs.				
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 85 points to 90 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	85 **points**	**90** **points**				

		3.2.	3.2 Strategy Using SAC's new idea from last year,We will recognize students who make at least a years worth of growth using Successmaker at the monthly Pep Rally Action Steps .	3.2. Who Jennifer Robison will hand out certificates at Pep Rally. Mrs. Robison will use the data to encourage students to continue making learning gains. First Nine Week Check Second Nine Week Check Third Nine Week Check	3.2. The data will show growth of the number of students making learning gains. First Nine Week Check Second Nine Week Check Third Nine Week Check	3.2. 2-3x Per Year During Nine Weeks	
		3.3.	3.3.	3.3.	3..3.	3.3.	

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Fidelity Check

Who and how will the fidelity be monitored? | Strategy Data Check

How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
|---|---|---|---|---|---|---|---|

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| 4. **FCAT 2.0:** Points for students in Lowest 25% making learning gains in mathematics. | 4.1.

 - Teachers at varying skill levels with the FCIM model.

 - Teachers' implementation of the FCIM model is not consistent across math classes.

 - Lack of common planning time to develop/ identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring.

 - Lack of common planning time to analyze mini lesson data.

 - Lack of understanding of when and how to implement the | 4.1.

 Strategy

 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the **FCIM** strategy on identified tested benchmarks.

 Action Steps

 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.

 2. Based on the data, PLCs develop a 10 day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. | 4.1.

 Who

 Principal

 A.P.

 Teachers

 PLC Leaders

 How

 -PLC logs turned into administration. Administration provides feedback.

 -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.

 -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.

 -Another fidelity | 4.1.

 -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet).

 -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.

 PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period.

 First Nine Week Check | 4.1.

 2-3x Per Year

 District Baseline and Mid-Year Testing

 Semester Exams

 _

 During Nine Weeks

 -Benchmark mini assessments

 -Unit and/or Segment assessments

 - School-generated nine week assessment of all mini lesson skills covered during the nine weeks. | | |

	mini lessons within the District pacing guide.	3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/ assessments. 4. Teachers implement the mini lessons and mini assessments. 5. Teachers bring assessment data back to the PLCs. 6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. 7. As a PLC,	tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration. - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	Second Nine Week Check Third Nine Week Check			

		teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. 8. PLCs record their work in logs.				
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 84 points to 90 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	84 points	**90 points**				

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

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

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **See goals 1, 3 & 4**	5A.1.	5A.1.	5A.1.		
Reading Goal #5A: The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 64% to 78%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 64% Black: Hispanic: Asian: American Indian:	White: 78% Black: Hispanic: Asian: American Indian:				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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

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

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Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Math will increase from 16% to 34%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	**34%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

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

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

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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
Differentiated Instruction	Grades K-5	-Reading Coach _Team Leaders	All Teachers school-wide -PLCs	Early Release: October-December 2012	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	

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**		

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1. **FCAT 2.0: Students scoring proficient (Level 3-5) in science.**	1.1. -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1. **Strategy** Students' science skills will improve through participation in the **5E instructional model.** **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming	1.1. Who Principal APC Science Coach (where available) Science SAL How Monitored -Classroom walk-throughs observing this strategy.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)		

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

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Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 53% to 70%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	53%	**70%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	2.1. **Strategy** Students' science skills will improve through participation in the **5E instructional model.** **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. <mark> </mark> -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming	2.1. Who Principal APC How Monitored -Classroom walk-throughs observing this strategy.	2.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2.1. 2x per year District-level baseline and mid-year tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)		

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

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Science Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 17% to 40%.							
	17%	**40%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

| Inquiry and Design Challenges | K-5 | Science Contact | All Classroom Teachers | Fall 2012 | Administrators conduct targeted walk-throughs to monitor design lessons | Administration 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**		

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1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	1.1. **Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) *Plan:* -Professional Development for updated rubric courses -Professional	1.1. Who Principal APC Writing Coach How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coach)	1.1. See "Check" & "Act" action steps in the strategies column	1.1. -Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios		

		Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students _Do:_ -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing _Check:_ Review of daily drafts and scoring monthly demand writes				

		-PLC discussions and analysis of student writing to determine trends and needs *Act:* -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)				

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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance·*				
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 89% to 99%.						
	89%	**99%**				
		1.2. Not all parents are aware of how to better help their child with writing.	1.2. Students will be awarded a GEM point for parents attending a meeting that provides them with ways to help their child become better writers. This is SAC's new idea The GEM points are going to be used instead of pearl points. We hope it will improve parent involvement.	1.2. <u>Who</u> Teachers Writing Coach <u>How Monitored</u> GEM points sheet	1.2. Teachers will see how many students attended the writng meetings and received a GEM point.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through

**Professional
Learning
Community (PLC)
or PD Activity**

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
		PLC Leader				
TED training	2-5	Writing Specialist	All instructional staff	Faulty meeting	Fidelity checks	Principal
						AP
						Writing Specialist

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**		

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

| 1. Attendance | 1.1.

-Attendance committee needs to meet on a regular basis throughout the school year.

-Need support in building and maintain the student database. | 1.1.

Tier 1

The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets monthly. | 1.1.

Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty. | 1.1.

Attendance committee will monitor the attendance data from the targeted group of students. | 1.1.

Instructional Planning Tool Attendance/ Tardy data

Ed Connect | | |

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. 2. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%. 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.						
	95%	**96%**				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	92	**83**				

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	177	**159**					
		1.2. See 1.1	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	1.2. See 1.1	1.2. See 1.1	1.2. See 1.1	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development

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

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**	

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

1. Suspension	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 **Tier 1**: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations...	1.1. PSLT "behavior" subgroup	1.1. PSLT "behavior" subgroup will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data		

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

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
1. The total number of In-school Suspensions will decrease by 10%.	In –School Suspensions	In- School Suspensions					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4.The total number of students receiving Out-of –School Suspensions throughout the school year will decrease by 10%.							

	1	**0**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	1	**0**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	16	**14**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	12	**11**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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

1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with

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

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

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1.	1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. 1.Principal	1.1. 1. Classroom walk-throughs Class schedule	1.1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule . Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 minutes of Elementary Phys. Ed.		

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

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
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 67% on the Pretest to 69% on the Posttest.							
	67%	**69%**					
		1.2.	1.2. **2.** Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	1.2. H.E.A.R.T. Team	1.2. H.E.A.R.T. Team. notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
		1.3.	1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such a the ones provided in the 150 minutes of Elementary physical education folder on IDEAS.	1.3. Physical Education Teacher	1.3. Lesson plans of Physical Education Teacher	1.3.	

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Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

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

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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		

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1. Continuous Improvement Goal	1.1.	1.1	1.1.	1.1.	1.1.		
	-There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	Who Principal Leadership Team PLC facilitators	"Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	PLC Survey materials from Teams to Teach (Anne Jolly)		

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Continuous Improvement Goal #1: 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 Commitment to Continuous Improvement)" will increase from 58% in 2012 to 75% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	58%	**75%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through

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

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	All teachers	Leadership Team PLC Facialitator	School-wide	Three times a month	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).	A.1. N/A	A.1.	A.1.	A.1.	A.1.		
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	B.1. **N/A**	B.1.	B.1.	B.1.	B.1.		

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Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	B.2.	B.2.	B.2.	B.2.	B.2.	
	B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 49% to 60%.	2012 Current Percent of Students Proficient in Listening/Speaking:				
	49%				
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
D. Students scoring proficient in Reading.	2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.	

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CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 50%.	2012 Current Percent of Students Proficient in Reading :					
	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

E. Students scoring proficient in Writing.	2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 50%.	2012 Current Percent of Students Proficient in Writing :					
	28%					
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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

G. **Florida Alternate Assessment:** Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		
	N/A						
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

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

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H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal I	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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J. **Florida Alternate Assessment:** Students scoring at proficient in science (Levels 4-9).	J.1. **N/A**	J.1.	J.1.	J.1.	J.1.		
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

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

K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.	
Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

NEW Writing Florida Alternate Assessment Goal

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

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M. Florida Alternate Assessment: **Students scoring at 4 or higher in writing (Levels 4-9).**	M.1. **N/A**	M.1.	M.1.	M.1.	M.1.	
Writing Goal M:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		M.2.	M.2.	M.2.	M.2.	M.2.

		M.3.	M.3.	M.3.	M.3.	M.3.	

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**

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STEM Goal #1: Implement problem-based design challenges every Monday.	1.1. Teachers might need help understanding the design challenge process.	1.1. -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC or grade level leads	1.1. Administrative walk-through	1.1. Design logs of problem-based learning for each unit share with teachers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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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
Design challenge overview	K-5	Administrator	All Teachers	On-going	Administrative walk-through	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**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**

CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 3 in 2012-2013.	1.1. There are not many opportunities to have career education in elementaryschool.	1.1. Administer career surveys to the students to see interest area of focus.	1.1 Grade level reps. Routing sheet	1.1. Career survey data	1.1. Career survey data
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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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
Integration of career opportunities in core academic areas	All	PLC Leader	Teachers	Early Release	PLC Logs	Administration

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

☐ Yes   No

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

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

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Final Amount Spent			