FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Richard F. Pride Elementary School	District Name: Hillsborough County
Principal: Cindy M. Land	Superintendent: MaryEllen Elia
SAC Chair: Elizabeth Noll	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Cindy M. Land	B.A. in Education M.A. in Education	3	7	11/12: A 10/11: A 09/10: A 97% AYP 08/09: A 97% AYP 07/08: A 100% AYP
Assistant Principal	Nina Papy	B.A. in Education and M.A. in Education	7	7	11/12: A 10/11:A 09/10: A 97% AYP 08/09: A 97% AYP 07/08: A 100% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Talia Hawley	M.A. Education Leadership B.A. Elementary Education	4 years	4 years	11/12: A 10/11: A 09/10: A 97% AYP 08/09: A 97% AYP

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. School Orientation	Administration	August, 2012	
2. Monthly Meetings	Administration	Ongoing	
3. Mentor Program	Administration	Ongoing	
4. Leadership Opportunity	Administration	Ongoing	
5. Teacher Interview Day	Administration	June, 2013	

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
11 teachers currently not ESOL certified. 2 teachers not certified in their field (Gifted/Elem. Ed. 13 total not highly qualified	**Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s)

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
100%(73)	2%(2)	25%(18)	53%(39)	19%(14)	34%(25)	85%(62)	100%(0)	6%(5)	60%(44)

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Shelley Winterberg	Becky Johns-2nd year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Shelly Winterberg	Jessica Mathis-2nd year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Shelly Winterberg	Aline Lindard-1st year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Shelly Winterberg	Ayesha Perry-1st year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Shelly Winterberg	Lacey Vaughn-2nd year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Shelly Winterberg	Mykel Shapiro-2nd year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal Assistant Principal School Psychologist Guidance Counselor

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Social Worker
ESE Team Leader
Speech Therapist
ELL representative
Reading Coach
SAC Chair
Grade level team leaders
Team members are invited based on goals for the specific meeting

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

The purpose of the MTSS at Pride Elementary 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 MTSS reviews school wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high-performing students. Our goal is for all students to achieve. The team uses the Collaborative culture Problem Solving Model and all decisions are guided by the review and analysis of student data. The MTSS also has implemented a Positive Behavior System school wide and will use this data in determining any needs in regard to student behavior.

Pride's MTSS is considered the main leadership team in our school. The MTSS will meet 1-2 times monthly and use the problem solving process to:
* Oversee the multi-layered model of service delivery (Tier 1, Tier 2 and Tier 3)
* Based on analysis of student data: recommend, coordinate, and implement supplemental services (Tier 2 and Tier 3) through:
  o Daytime tutoring in the form of small group pull-out for reading, math and science.
  o Extended Learning Programs during and after school.
  o School-wide RtI time for interventions in reading.
* Create, manage and update the school resource map.
* Determine scheduling needs, curriculum materials, and intervention resources based on identified needs.
* Determine the school-wide professional needs of the faculty/staff and arrange trainings aligned with the SIP goals.
* Review and interpret student data (academic/behavior/attendance) at specific grade level s and the school as a whole.
* Strengthen the Tier 1 instruction through:
  o Supporting the PLCs
  o Use of school instructional calendars, common mini-lessons and common mini-assessments.
  o Use of common core assessments at the end of chapters/units with data analyzed by the PSLT.
  o Implementation of research-based scientifically validated instructional strategies and or interventions.
  o Communication with major stakeholders regarding student outcomes.
* Assist with the planning, implementing and evaluating the Tier 2 and Tier 3 in conjunction with the PLCs.
Work collaboratively with the PLCs in the implementation of the C-CIM and F-CIM and progress monitoring

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

- The SAC Chair is a member of the MTSS.
- The MTSS and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-2012 school year and during preplanning for the 2012-2013 school year.
- The MTSS is guided by the working document: School Improvement Plan. The work of the team is outlined in the Expected Improvements/Problem Solving Process section.
- The main task of the MTSS is to monitor student data related to instruction and interventions. The MTSS will accomplish this through data analysis to determine the effectiveness of the strategies and determining levels of fidelity. Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/MTSS monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/MTSS communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/MTSS.
- The Leadership Team/MTSS and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - Use the problem-solving model when analyzing data:
    1. What is the problem? (Problem Identification)
    2. Why is it occurring? (Problem Analysis and Barrier Identification)
    3. What are we going to do about it? (Action Plan Design and Implementation)
    4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
  - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
  - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
  - Assess the implementation of the strategies on the SIP using the following questions:
    1. Does the data show implementation of strategies are resulting in positive student growth?
    2. To what extent are we making progress toward the school's SIP goals?

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

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Formative Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
DRA-2	School Generated Excel Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses *(Middle/High)*	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
I-Station	Assessments included in computer-based programs	PLCs/Individual Teachers

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Describe the plan to train staff on MTSS. The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.
Describe plan to support MTSS. Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will: • Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, and SAC meetings, school-wide behavior management plans). • Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS. • Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • Assistant Principal • Reading Coach • Reading Teachers • Media Specialist
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.

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

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

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

*Elementary Title I Schools Only: Pre-School Transition

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

*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?

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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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 79% to 82%.	2012 Current Level of Performance:* **79%**	2013 Expected Level of Performance:* **82%**	1.1. -Teachers knowledge base of Common Core needs professional development. Training for this strategy is ongoing in 12-13. -Training all teachers	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers across content areas implementing complex text into daily instruction. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Reading Coach -Team Leaders How -Reading PLC Logs -Language Arts PLC Logs -PLCS turn their logs into administration. -Administration 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. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC goals. 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 -Team leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 .3x per year - FAIR During the Grading Period - Common assessments -District FCAT formative assessments
			1.2.	1.2.	1.2.	1.2.	1.2.

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			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 reading.			2.1. Students demonstrate difficulty with constructing meaning from literature. Teachers vary in the implementation of asking higher-order questions.	2.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers across the content areas implementing higher-order questions and multi-step probing into daily instruction. **Action Steps** -Teachers will model the strategy, scaffold their support and gradually release the responsibility to the students. -The language arts teachers will monitor progress through common assessments, reading logs, content area journals and weekly assessments. -PLC's will come to consensus on the complexity of questions within the common assessments. -PLC's will use the data to determine the next steps in implementing higher-order questions into instruction.	2.1. Who -Principal -AP -Reading Coach -Team Leaders How -Reading PLC Logs -Language Arts PLC Logs -PLCS turn their logs into administration. -Administration rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	2.1. . 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. Leadership Team Level -Team leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2.1. .3x per year - FAIR During the Grading Period - Common assessments -District FCAT formative assessments
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 59% to 61%.	2012 Current Level of Performance:* **59%**	2013 Expected Level of Performance:* **61%**					
			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. PLCs struggle with	3.1. **Strategy**	3.1. Who	3.1. School has a system for PLCs	3.1

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

| Reading Goal #3:

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 76 points to 79 points. | 2012 Current Level of Performance:*

76 points | 2013 Expected Level of Performance:*

79 points | how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log. | Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:
1. What is it we expect them to learn?
2. How will we if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Actions/Details
-Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log.
-Additional action steps for this strategy are outlined on grade level/content area PLC action plans. | -Principal
-AP
-Reading Coach
-Team Leaders

How
PLCS turn their logs into administration.
-PLCs receive feedback on their logs.
-Administrators and MTSS team attend targeted PLC meetings
-Progress of PLCs discussed at Leadership Team meetings | to record and report during-the-grading period SMART goal outcomes to administration and leadership team. | .3x per year
FAIR

During the Grading Period
Common assessments (pre, post, mid, section, end of unit)
District FCAT Formative assessments |
| | | | 3.2.
-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.
-Teachers are at varying levels of using Differentiated Instruction strategies. | 3.2.
Strategy/Task
Student achievement improves when teachers use on-going student data to differentiate instruction.

Actions/Details
-Using data from previous assessments and daily classroom performance/work, teachers | 3.2.
Who
-Principal
-AP
-Reading coach
-Team Leaders
-PLC facilitators

How
-PLC logs turned into administration, SAL and/or coaches. | 3.2.
Teacher Level
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers monitor students' progress towards the development of their individual/PLC SMART Goal.
PLC Level | 3.2.
3x per year
FAIR

During the Grading Period
Common assessments |

		-Teachers tend to give all students the same lesson, handouts, etc.	plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. *In the classroom* -During the lessons, students are involved in flexible grouping techniques *PLCs* *After Instruction* -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.*).*	-Administrators will walk through the PLCs as a fidelity check. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -Team leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		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. <u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.	<u>2012 Current Level of Performance:*</u> **63** **points**	<u>2013 Expected Level of Performance:*</u> 66 **points**	4.1. -Creating a schedule that supports students in the bottom quartile -Teachers willingness to accept support from their team and others.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through teachers' collaboration with one another in all content areas. **Actions/Details** -The administration conducts one-on-one data chats with individual	4.1. <u>Who</u> Administration <u>How-</u> -Review of PLCs log -Review of PLC's log of support to targeted teachers. -Administrative walk-throughs of teachers working with teachers (either in classrooms, PLCs or planning	4.1. -Tracking of PLC's -Tracking of MTSS's teams interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator meetings to review log and discuss action plans for team	4.1 .<u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) -

			teachers using the teacher's student past and/or present data. -The administration identifies a team to create a schedule that addresses the needs of all students. -The MTSS rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --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	sessions)		
		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: The percentage of students scoring satisfactory on the 2013 FCAT will increase from 79% to 81%.		-Teachers knowledge base of common core needs professional development. Training for this strategy is ongoing in 12-13.	The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers across content areas implementing complex text into daily instruction.	Who -Principal -AP -Reading Coach -Team Leaders How -Reading PLC Logs	. 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	3x per year - FAIR During the Grading Period - Common assessments -District FCAT formative assessments

			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	-Language Arts PLC Logs -PLCS turn their logs into administration. -Administration rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	goals. 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 -Team leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
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: -Teachers knowledge base of Common Core needs professional development. Training for this strategy is ongoing in 12-13.	5A.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers across content areas implementing complex text into daily instruction. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	5A.1. Who -Principal -AP -Reading Coach -Team Leaders How -Reading PLC Logs -Language Arts PLC Logs -PLCS turn their logs into administration. -Administration rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	5A.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 goals. 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.	5A.1. 3x per year - FAIR During the Grading Period - Common assessments -District FCAT formative assessments
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 83% to 85%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCATReading will increase from 62% to 66%. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 92% to 97%.	2012 Current Level of Performance:* White: 83% Black: 62% Hispanic: Asian:92% American Indian:	2013 Expected Level of Performance:* White: 85% Black: 66% Hispanic: Asian:97% American Indian:				

					Fidelity Check	Strategy Data Check	
						Leadership Team Level -Team leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			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. Reading Goal #5B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			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. Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

N/A							
			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**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: The percentage of Students with Disabilities students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 37% to 43%.	2012 Current Level of Performance:* **37%**	2013 Expected Level of Performance:* **43%**	5D.1. -Teachers knowledge base of common core needs professional development. Training for this strategy is ongoing in 12-13.	5D.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers across content areas implementing complex text into daily instruction. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	5D.1. Who -Principal -AP -Reading Coach -Team Leaders How -Reading PLC Logs -Language Arts PLC Logs -PLCS turn their logs into administration. -Administration rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	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 goals. 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 -Team leader shares SMART Goal data with the	5D.1. 3x per year - FAIR During the Grading Period - Common assessments -District FCAT formative assessments

					Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		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.						
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
DRA2 Training	K-5	Reading coach	All K-5 language arts teachers not currently trained.	10/15/12 with follow up assessment	DRA2	Reading Coach
Literacy Center Workshop	3rd	Reading Coach	All 3rd grade language arts teachers	10/29/12	NA	Reading Coach
Common Core Training	K-5	District	All K-5 teachers	2 trainings-Deepening the understanding and Applying the CCSS	Inservice records	Prinicpal
Hot Questions	K-5	Reading Coach	All K-5 teachers	1 training	Sign in sheet	Principal

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
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 78% to 81%	2012 Current Level of Performance:* **78%**	2013 Expected Level of Performance:* **81%**	1.1. -Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	1.1. **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills. **Action Steps** -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught. -As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for students on how to read a mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs.	1.1. Who -Principal -Math Teachers How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using 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	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

				-Based on the data, PLC's use the problem solving process to determine next steps of problem solving strategies in word problems. -PLC's record their work in PLC logs.			
			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 mathematics. Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 49% to 51% .	2012 Current Level of Performance:* **49%**	2013 Expected Level of Performance:* **51%**	2.1. -Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	2.1. **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills. **Action Steps** -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught. -As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for	2.1. Who -Principal -Math Teachers How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using 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	2.1. 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.	2.1. .2x per year District Baseline and Mid-Year Testing

			students on how to read a mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs. -Based on the data, PLC's use the problem solving process to determine next steps of problem solving strategies in word problems. -PLC's record their work in PLC logs.			
			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 mathematics. Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 78 points to 81 points.	2012 Current Level of Performance:* **78points**	2013 Expected Level of Performance:* **81 points**	3.1. -Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	3.1. **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills. **Action Steps** -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught.	3.1 Who -Principal -Math Teachers How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator aggregates the walk-	3.1. 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.	3.1 .2x per year District Baseline and Mid-Year Testing During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			-As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for students on how to read a mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs. -Based on the data, PLC's use the problem solving process to determine next steps of problem solving strategies in word problems. -PLC's record their work in PLC logs.	through data school-wide and shares with staff the progress of strategy implementation		
		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 mathematics.		4.1. -Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	4.1 **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills.	4.1 . Who -Principal -Math Teachers How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their	4.1 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	4.1 .2x per year District Baseline and Mid-Year Testing During the Grading Period - Common assessments (pre, post, mid, section, end of unit)

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 73 points to 81 points.	2012 Current Level of Performance:* **73points**	2013 Expected Level of Performance:* **81 points**

				Action Steps -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught. -As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for students on how to read a mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs. -Based on the data, PLC's use the problem solving process to determine next steps of problem solving strategies in word problems. -PLC's record their work in PLC logs.	Logs. -Classroom walk-throughs using 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	Team will review assessment data for positive trends.	
			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**

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

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: The percentage of students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 78% to 80%.	-Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	**Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills. **Action Steps** -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught. -As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for students on how to read a mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs.	Who -Principal -Math Teachers How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using 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 - Common assessments (pre, post, mid, section, end of unit)	
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics** Reading Goal #5A:	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through	5A.1. Who -Principal -Math Teachers	5A.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of	5A.1. 2x per year District Baseline and Mid-Year Testing During the Grading Period	

Within the 5A row header, a sub-table appears:

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*

			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 59% to 63%. The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 81% to 83%.	White:81% Black:59% Hispanic: Asian: American Indian:	White:83% Black:63% Hispanic: Asian: American Indian:	-Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills. **Action Steps** -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught. -As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for students on how to read a mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs.	How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using 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	instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	- Common assessments (pre, post, mid, section, end of unit)
			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.
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

N/A						
		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**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1.	5C.1. **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills.	5C.1. Who -Principal -Math Teachers	5C.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.	5C.1. 2x per year District Baseline and Mid-Year Testing

Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 56% to 60%.	2012 Current Level of Performance:* **56%**	2013 Expected Level of Performance:* **60%**

Anticipated Barrier (5C.1.):
-Teachers are at varying skill levels with problem solving being the primary focus of math instruction.
-PLC meetings need to structure curriculum data analysis discussions.

Strategy (5C.1.):
Action Steps
-Teachers will attend district offered Math training as well as Problem Solving training in mathematics.
-PLC's will write SMART goals based on material to be taught.
-As teachers attend trainings, problem-solving for word problems will be discussed in PLC's.
-Teachers implement the lessons modeling for students on how to read a mathematics word problem

Fidelity Check (5C.1.):
How Monitored
-PLCS turn their logs into administration after a unit of instruction is complete.
-PLCs receive feedback on their Logs.
-Classroom walk-throughs using 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

Strategy Data Check (5C.1.):
PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.

Student Evaluation Tool (5C.1.):
During the Grading Period
- Common assessments (pre, post, mid, section, end of unit)

				and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs.			
			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**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1 . **Strategy/Task** The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving skills.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: The percentage of Students with Disabilities students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 52% to 57%.	2012 Current Level of Performance:* **52%**	2013 Expected Level of Performance:* **57%**	-Teachers are at varying skill levels with problem solving being the primary focus of math instruction. -PLC meetings need to structure curriculum data analysis discussions.	**Action Steps** -Teachers will attend district offered Math training as well as Problem Solving training in mathematics. -PLC's will write SMART goals based on material to be taught. -As teachers attend trainings, problem-solving for word problems will be discussed in PLC's. -Teachers implement the lessons modeling for students on how to read a			

				mathematics word problem and apply problem-solving skills. -Teachers implement the common assessments. -Teachers discuss the data at PLCs.				
			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.						
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-data review	3-5	Math Teachers	3rd-5th math teachers	Monthly	PLC logs	Administration

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
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 77% to 79%	2012 Current Level of Performance:* **77%**	2013 Expected Level of Performance:* **79%**	1.1. Teachers are at varying skill levels in the use of inquiry.	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 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.	1.1. Who Principal APC Science teachers 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. -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 -Team leader shares SMART Goal data with the Problem Solving 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.)
			1.2. -PLCs struggle with how to structure curriculum	1.2. Strategy Student achievement	1.2. Who -Principal	1.2. School has a system for PLCs to record and report during-the-	1.2 .2x per year

| | | conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log. | improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:
1. What is it we expect them to learn?
2. How will we know if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Actions/Details
Within PLCs:
-PLCs will use a PLC log to monitor the following:
--Guide their Plan-Do-Check-Act conversations and way of work.
--Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 2 times per month for curriculum planning, reflection, and data analysis.)
-Working with the core curriculum, within grade level PLCs teachers will:
--Unpack the benchmark and identify what students need to understand, know, and do.
--Plan for checks for understanding during the unit.
--Plan for the End-of-Unit Assessment
--Plan upcoming | -AP
-Science teachers
-PLC facilitators of like grades and/or like courses

How
-PLC logs turned into administration.
-Administrators attended targeted PLC meetings
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a monthly basis. | grading period SMART goal outcomes to administration. | District Baseline and Mid-Year Testing

During the Grading Period Common assessments (pre, post, mid, section, end of unit) |

		lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. -At the end of the year the Science teachers will discuss what worked/did not work and plan for next year.			
		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. Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 45% to 47% 2012 Current Level of Performance:* **45%** 2013Expected Level of Performance:* **47%**	2.1. -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1. **Strategy** Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least _____ times per nine weeks. **Action Steps**	2.1. Who Principal AP Reading Leadership Team Science teachers How Monitored Administration, -PLC logs turned into administration. -Administration provides feedback.	2.1. Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	2.1. 3x-per year District level baseline, mid-year, and pre-EOC administration During the Grading Period -mini-assessments -unit assessments

				Professional Development -The Reading Coach conducts small group trainings to develop teachers' ability to use the close reading model. *In PLCs/Department* -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons. *During the lessons, teachers:* -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding.			

				--Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of the text. ***During the lessons, students:*** -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.				
			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
Science PLC's	3-5	Science teachers	All 3rd-5th science teachers	Monthly	PLC logs	Administrationb
Vertical PLC	All	Team Leaders	All teachers	2x a year	PLC logs	Administration

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
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 94% to 95%	2012 Current Level of Performance:* **94%**	2013 Expected Level of Performance:* **95%**	1.1. -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. -Not being given adequate time during the day to teach for the appropriate amount of time.	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 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	1.1 Who Principal APC District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs	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

			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)			
			1.2.	1.2.	1.2.	1.2.	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 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
Language ARtsPLC	K-5th	Lang Arts teachers	All K-5th Language arts teachers	Monthly	PLC logs	Administration

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance Attendance Goal #1: 1. The attendance rate will increase from 96.5% in 2011-2012 to 97.5% in 2012-2013. 2. The attendance rate will increase from 96.5% in 2011-2012 to 97.5% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:* **96.5%**	2013 Expected Attendance Rate:* **97.5%**	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. The school will establish an attendance committee comprised of Administrators, guidance counselor, school social worker, 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)	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
	2012 Current Number of Students with Excessive Absences (10 or more) **34**	2013 Expected Number of Students with Excessive Absences (10 or more) **30**					
	2012 Current Number of Students with Excessive Tardies (10 or more) **68**	2013 Expected Number of Students with Excessive Tardies (10 or more) **61**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

				meetings)		

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
1. Suspension Suspension Goal #1: . The total number of In-School Suspensions will decrease by 10%. 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%.	2012 Total Number of In –School Suspensions **2** 2012 Total Number of Students Suspended In-School **2** 2012 Number of Out-of-School Suspensions **7** 2012 Total Number of Students Suspended Out- of- School **6**	2013 Expected Number of In- School Suspensions **1** 2013 Expected Number of Students Suspended In -School **1** 2013 Expected Number of Out-of-School Suspensions **6** 2013 Expected Number of Students Suspended Out- of-School **5**	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. -Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -The data gathered through minor referral forms is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.	1.1. -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, monthly.	1.1. mainframe discipline data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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
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:* 2012 Current Graduation Rate:*	2013 Expected Dropout 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 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)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	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. Parent Involvement Parent Involvement Goal #1: Not needed- Pride is an A school.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

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						effectiveness of strategy?	
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement 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

End of Parent Involvement 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				
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	1.1. Principal	1.1. Classroom walk-throughs	1.1 . PACER test component of

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Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 73% on the Pretest to 83% on the Posttest. box.	2012 Current Level :*	2013 Expected Level :*		in 150 minutes of physical education per week in grades in kindergarten through 5.	The Physical Education teachers' schedules reflect sixty (60) minutes of the 150 minutes of elementary phys ed. The classroom teachers' document in their lesson plans.	Class schedules	the FITNESSGRAM PACER for assessing cardiovascular health.
	73%	**83%**					
			1.2.	1.2. Runners club once a week 45 mins. Nov-April.	1.2. PE teacher and classroom teachers.	1.2. Attendance of runners club Lab cards	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.	1.3. Physical education teachers	1.3. Lesson plans of PE teachers	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

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				
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. -Not all teachers post grades -Not all teachers post grades in a timely manner -Not all teachers share assessment information with students.	1.1. -Teachers will regularly communicate with students regarding their assessments in a timely manner.	1.1. Who Principal Leadership Team PLC facilitators/team leaders	1.1. Growth of student achievement on Formative assessments	1.1. Weekly assessment folders
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers that I work with consistently communicate assessment results to students" (under Teaching and Learning)" will increase from 33% in 2012 to 40% in 2013.	2012 Current Level :* **33%**	2013 Expected Level :* **40%**					
			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 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 Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: Pride does not have any students on alternative assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Enter narrative for the goal in this box.	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. CELLA Goal #C: The percentage of ELL students scoring proficient/satisfactory on the 2013 Cella Listening & Speaking will increase from 57% to 60%.	2012 Current Percent of Students Proficient in Listening/Speaking: **57%**	1.1. -Teachers at varying skill levels regarding the use of ESOL strategies: CALLA/A+Rise -Implementation of strategies not consistent. -ELLs at varying proficiency levels. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	1.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA -Core content teachers administer and analyze ELLs performance on common assessments. - Based on data core content teachers will differentiate instruction to remediate/enhance instruction	1.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How - PSLT will create a walkthrough fidelity monitoring tool that includes all of the SIP strategies. This walkthrough form will be used to montor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every grading period.	1.1. ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. - ERTs meet with core content teachers during PLC meetings to review ELL (inclusive LFs) performance data. - ERTs meet with Problem solving leadership team to review performance data and progress of ELLs (inclusive LFs). - PLC facilitator will share ELL data with the Problem Solving Leadership Team. The problem Solving leadership team/Reading Leadership team will review assessment data for positive trends at a minimum of once per grading period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/ District wide baseline and mid year test).	1.1 - FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests .
		1.2. Teachers at varying skill levels regarding the use of ESOL strategies:	1.2 -ELLs comprehension of course content/standards increases through participation in A+ Rise	1.2. Who -School based Administrators	1.2. ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of	1.2. - FAIR -CELLA

		CALLA/A+Rise -Implementation of strategies not consistent. -ELLs at varying proficiency levels. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	strategies **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.	-District Resource Teachers -ESOL Resource Teachers <u>How</u> - PSLT will create a walkthrough fidelity monitoring tool that includes all of the SIP strategies. This walkthrough form will be used to montor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every grading period.	LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. - ERTs meet with core content teachers during PLC meetings to review ELL (inclusive LFs) performance data. - ERTs meet with Problem solving leadership team to review performance data and progress of ELLs (inclusive LFs). - PLC facilitator will share ELL data with the Problem Solving Leadership Team. The problem Solving leadership team/Reading Leadership team will review assessment data for positive trends at a minimum of once per grading period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/ District wide baseline and mid year test).	During the Grading Period -Core curriculum end of core common unit/ segment tests .
		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. <u>CELLA Goal #D:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 Cella Reading will increase from 33% to 35%.	2012 Current Percent of Students Proficient in Reading : **33%**	2.1. Teachers at varying skill levels regarding the use of ESOL strategies: CALLA/A+Rise -Implementation of strategies not consistent. -ELLs at varying proficiency levels. -Administrators at varying skill levels regarding use of CALLA/ in order to	2.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed	2.1. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> - PSLT will create a walkthrough fidelity monitoring tool that	2.1. ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. - ERTs meet with core content	2.1. - FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests .

		effectively conduct a CALLA fidelity check walk-through.	CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA -Core content teachers administer and analyze ELLs performance on common assessments. - Based on data core content teachers will differentiate instruction to remediate/enhance instruction	includes all of the SIP strategies. This walkthrough form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every grading period.	teachers during PLC meetings to review ELL (inclusive LFs) performance data. - ERTs meet with Problem solving leadership team to review performance data and progress of ELLs (inclusive LFs). - PLC facilitator will share ELL data with the Problem Solving Leadership Team. The problem Solving leadership team/Reading Leadership team will review assessment data for positive trends at a minimum of once per grading period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/ District wide baseline and mid year test).	
		2.2. Teachers at varying skill levels regarding the use of ESOL strategies: CALLA/A+Rise -Implementation of strategies not consistent. -ELLs at varying proficiency levels. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	2.2. -ELLs comprehension of course content/standards increases through participation in **A+ Rise strategies** **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional	2.2. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> - PSLT will create a walkthrough fidelity monitoring tool that includes all of the SIP strategies. This walkthrough form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every grading period.	2.2. ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. - ERTs meet with core content teachers during PLC meetings to review ELL (inclusive LFs) performance data. - ERTs meet with Problem solving leadership team to review performance data and progress of ELLs (inclusive LFs). - PLC facilitator will share ELL data with the Problem Solving Leadership Team. The problem Solving leadership team/Reading Leadership team will review	2.2. - FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests .

			development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		assessment data for positive trends at a minimum of once per grading period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/ District wide baseline and mid year test).	
		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. CELLA Goal #E: The percentage of ELL students scoring proficient/satisfactory on the 2013 Cella Writing will increase from 34% to 36%.	2012 Current Percent of Students Proficient in Writing : **34%**	2.1. Teachers at varying skill levels regarding the use of ESOL strategies: CALLA/A+Rise -Implementation of strategies not consistent. -ELLs at varying proficiency levels. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	2.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA -Core content teachers administer and analyze ELLs performance on common assessments. - Based on data core content teachers will differentiate instruction to remediate/enhance instruction.	2.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How - PSLT will create a walkthrough fidelity monitoring tool that includes all of the SIP strategies. This walkthrough form will be used to montor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every grading period.	2.1. ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. - ERTs meet with core content teachers during PLC meetings to review ELL (inclusive LFs) performance data. - ERTs meet with Problem solving leadership team to review performance data and progress of ELLs (inclusive LFs). - PLC facilitator will share ELL data with the Problem Solving Leadership Team. The problem Solving leadership team/Reading Leadership team will review assessment data for positive trends at a minimum of once per grading period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/	2.1. - FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests .

				District wide baseline and mid year test).	
		2.2. Teachers at varying skill levels regarding the use of ESOL strategies: CALLA/A+Rise -Implementation of strategies not consistent. -ELLs at varying proficiency levels. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	2.2. -ELLs comprehension of course content/standards increases through participation in **A+ Rise strategies** **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.	2.2. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> - PSLT will create a walkthrough fidelity monitoring tool that includes all of the SIP strategies. This walkthrough form will be used to montor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every grading period.	2.2. ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. - ERTs meet with core content teachers during PLC meetings to review ELL (inclusive LFs) performance data. - ERTs meet with Problem solving leadership team to review performance data and progress of ELLs (inclusive LFs). - PLC facilitator will share ELL data with the Problem Solving Leadership Team. The problem Solving leadership team/Reading Leadership team will review assessment data for positive trends at a minimum of once per grading period. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/ District wide baseline and mid year test).	2.2. - FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests .
		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

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

F. **Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).**			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Enter narrative for the goal in this box.	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.
G. **Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.**			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
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: Enter narrative for the goal in this box.	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: Enter narrative for the goal in this box.	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
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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: Enter narrative for the goal in this	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

box.							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**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: Enter narrative for the goal in this box.	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**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.

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

Writing Goal M: Enter narrative for the goal in this box.	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**
STEM Goal #1: Increase the number of and participation in STEM competitions and events including STEM fair, Math Bowl, Science Olympics, Odyssey of the Mind, Math Tivitz, etc…	1.1. Need common planning time for math, science, ELA and other STEM teachers	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. -Motivate students to participate.	1.1. PLC Team leaders	1.1 . Administrative walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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	Team leaders	Subject teachers	2x year	Logs	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 prior to middle school. The school will increase the frequency of career exposure activities/events from 2 events in 2011-2012 to 3 events 2012-2013	1.1.	1.1. -Increase the number of speakers to visit and share with students about careers during the Great American Teach In. -Increase the number of students participating in Junior Achievement. -Increase the number of students participating in Biz Town.	1.1.	1.1.	1.1. -Volunteer sign in sheets.
	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 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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

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.

X Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
All reading goals	Supplies (books and food) to support Family Reading Night.	500.00	500.00
All Math and Science goals	Supplies for (science non-fiction readers) for Science/Math Night	230.00	230.00
All academic goals	4 Epson projectors to assist teachers in implementing lessons.	2000.00	2000.00
Final Amount Spent			