Florida Department of Education

School Improvement Plan (SIP)

Thomas P. Corr Elementary

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Thomas P. Corr Elementary	District Name: Hillsborough
Principal: Terri Faerber	Superintendent: MaryEllen Elia
SAC Co-Chairs: Jennifer Rush and Danielle Castro	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)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/

		Certification(s)	Years at Current School	Years as an Administrator	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Terri Faerber	BA – Elementary Education MS – Educational Leadership	7	9	11/12: C 10/11: B 64% AYP Corr 09/10: B 74% AYP Corr
Assistant Principal	Tracy Ritari	BA – Elementary Ed. MA – Reading ED. S – Ed. Leadership	2	2	11/12: C 10/11: B AYP 64% AYP Corr 09/10: A AYP Boyette Springs/Stowers

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	Lynn Storch	BA Elem. Ed, ESOL Endorsement	3	4	11/12: C Corr/ A Apollo Beach (shared school sites) 10/11: B 92% AYP / B 64% AYP (shared school sites) 09/10: A 97% AYP /A 90% AYP (shared school sites)
Reading	Margarita Torres	BA, MA Elem. Ed (K – 6) , VE (K – 12), ESOL Endorsement	8	6	11/12: C Corr 10/11: B 64% AYP 09/10: B 74% 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. Teacher Interview Day	General Directors	June, 2012	
2. MAP	Supervisor of Data Analysis	September, 2012	
3. Performance Pay	General Director of Federal Programs	October, 2012	
4. Partnering new teachers with District Mentors	EET Director	August, 2012	
5. New teachers supported by grade level PLCs	Principal	August, 2012	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Ivelisse Alvarez	Elementary Education K-6	Kindergarten	ESOL Endorsement
Sarah McCarthy	Elementary Education K-6	Kindergarten	ESOL Endorsement
Antonia Stumpf	Pre K/Primary Education – Grade 3	First Grade	ESOL Endorsement
Karen Tang	Elementary Education K-6	First Grade	ESOL Endorsement
Deborah Burt	Elementary Education K-6	Second Grade	ESOL Endorsement
Melissa Manning	Elementary Education K-6	Third Grade	ESOL Endorsement
Jessica Colvin	Elementary Education K-6	Fourth Grade	ESOL Endorsement
Melissa Agate	Elementary Education K-6 Reading K-6	Fifth Grade	ESOL Endorsement
Amy Davis	Elementary Education K-6	Fifth Grade	ESOL Endorsement
Lynn Tucker	Elementary Education K-6 Exceptional Student Education K-12	Fifth Grade	ESOL Endorsement

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
61	10% (6)	32% (20)	39% (24)	13% (8)	29% (18)	83% (51)	4% (2)	0	84% (51)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Diamar Roman	Andrea Buit	Part of district's Empowering Effective Teachers Grant	Based on teacher needs/observations
	Jennifer Carey	Same as above	Weekly 90 - 120 minutes classroom visitation/observation and reflecting
	Sara Castles	Same as above	
	Jennifer Cowan	Same as above	
	Vanessa Crompton	Same as above	
	Ashley DeVore	Same as above	
	Hannah Loenichen	Same as above	

	Adrienne Lynch	Same as above	
	Crystal Schwilk	Same as above	
	Tina Smith	Same as above	

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who require additional remediation are offered support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training.
Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Head Start We utilize information from students in Head Start to transition into Kindergarten.

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
    A. Principal
    B. Assistant Principal
    C. School Psychologist
    D. Guidance Counselor
    E. PLC Facilitators for Grades K-5
    F. Instructional Coaches
    G. ESE Specialist
    H. School Advisory Council Chair

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

Corr' Leadership team meets weekly. Specific responsibilities include:
- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support in all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/ PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Use of Common Core Assessments by teachers teaching the same grade/content area (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
  - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.

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

<u>Elementary</u>

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	AP/ Reading Coach
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science/ Formatives A, B, and C	Scantron Achievement Series Data Wall PLC Logs	AP/ Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL Resource Teacher/ PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Corr's PSLT and PLCs will monitor progress in core curriculum areas.	Dashboard Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
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)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ AP/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach

Other Curriculum Based Measurement	EasyCBM	Leadership Team/PLCs/Individual Teachers

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 shared 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 monthly to review our progress in implementation of PS/ RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:
- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:
 *Principal
 *Reading Coach
 *Reading Resource Teacher
 *Media Center Specialist
 *Teachers from each grade level
 *ESE teacher
 *ESE 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 goals and strategies identified on the SIP.

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

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

What will be the major initiatives of the LLT this year?
● Implementation and evaluation of the SIP reading goals/strategies across the content areas
● Professional Development
● Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
● On-going data analysis
● Increased use of Differentiated Instruction to meet the needs of all learners
● Implementation of the K-12 Reading Plan

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1.	1.1. SEE READING ACTION PLAN	1.1.	1.1.	1.1.		
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 38% to 43%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	**43%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. SEE READING ACTION PLAN	2.1.	2.1.	2.1.		
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 19% to 24%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19%	**24%**					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1.	3.1. SEE READING ACTION PLAN	3.1.	3.1.	3.1.		

Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 58 points to 65 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	58 points	**65 points**				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1. SEE READING ACTION PLAN	4.1.	4.1.	4.1.	

Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 51 points to 56 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	51 points	**56 points**				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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 years school will reduce their achievement gap by 50%.						

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. White: Black: Hispanic:	5A.1.	5A.1.	5A.1.	5A.1.		
Reading Goal #5A: The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 55% to 60%. The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 29% to 34%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 32% to 37%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:55% Black:29% Hispanic:32%	White:60% Black:34% Hispanic:37%					

		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 41%.	2012 Current Level of Performance:* **36%**	2013 Expected Level of Performance:* **41%**					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 41% .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36%	**41%**					
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 11% to 16%. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11%	**16%**					
		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						

2012-2013 School Improvement Plan (SIP)-Form SIP-1 CORR 12/3/12

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
Text Complexity	K-5	AP Reading Resource teacher	School-wide	August 2012 – On-going	Classroom Walkthroughs Lesson Plan Checks PLC logs	Teacher/Administration
RtI COILE/RIOT SB forms	K-5	Area RtI Facilitator	School-wide	Monthly PLC meetings	PLC logs Classroom Walkthroughs	Principal/AP/PSLT/Team Leaders
PD on Fluency	K-5	Reading Coach/Reading Resource teacher	School-wide	October- 2 meetings	Fluency checks using OPM	Teachers/PSLT
Guided Reading training	K-5	Reading Coach	School-wide	October/November 2 trainings	Classroom Walkthroughs	Principal/AP/Reading Coach

Elementary 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1.	1.1. SEE MATHEMATICS ACTION PLAN	1.1.	1.1.	1.1.		
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 35% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	35%	**38%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.	
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 14% to 19%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	14%	**19%**				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. FCAT 2.0: **Points for students making learning gains in mathematics.**	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 44 points to 50 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	44 points	**50 points**					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4. **FCAT 2.0:** Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 34 points to 39 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	34 points	**39 points**					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1 CORR 12/3/12

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: **AS OF 10/18/12 DATA HAD NOT BEEN RECEIVED.**							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. White: Black: Hispanic:	5A.1.	5A.1.	5A.1.	5A.1.		
Math Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic:	White: Black: Hispanic:					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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:*					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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

| | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | |
| | | 5D.3 | 5D.3 | 5D.3 | 5D.3 | 5D.3 | |

End of Elementary 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
Think Central training	K-5	On The Ground (OTG)District Coach	K-5 Math teachers	September	PLCs/Data Chats	Principal/AP/OTG district coach/Leadership Team
Hot Talk Cool Moves	K-5	OTG District Coach	K-5 Math teachers	November, 2 trainings	Observations/walkthroughs	Principal/AP/OTG district coach
Math assessment training	K-5	OTG District Coach	K-5 Math teachers	December	PLCs/Data chats	Principal/AP/OTG coach/Leadership team

End of Mathematics Goals

Elementary 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1.	1.1. SEE SCIENCE ACTION PLAN.	1.1.	1.1.	1.1.	
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 29% to 34%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	29%	**34%**				
		1.2.	1.2.	1.2.	1.2.	1.2.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	1.3. Strategy	1.3. Person or Position Responsible for Monitoring	1.3. Process Used to Determine Effectiveness of Strategy	1.3. Evaluation Tool	1.3.	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 10%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	5%	**10%**					
		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
Long Term Investigations	K-5	On The Ground District Coach	K-5	November	Walkthroughs/observations	Principal/AP/OTG District Coach

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1.	1.1. SEE WRITING ACTION PLAN	1.1.	1.1.	1.1.		
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 73% to 78%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73%	**78%**					

		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
Moodle-Writing Support	K-5	HCPS on-line course	School-wide	Ongoing	Walkthroughs/observations	Principal/AP/On the Ground Coach
Moodle-TIP Writing training	K-5	HCPS on-line course	School-wide	Ongoing	Walkthroughs/observations	Principal/AP/On the Ground Coach

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. -Early release days (parents don't send some students to school on these days) - ESE students needing to attend doctor's appointments or having illnesses. -Transient population -Family problems at home -Students who are not eligible for transportation do not always make it to school.	1.1. Social Worker will monitor student absences through the use of Sagebrush or EdConnect. Attendance interventions will be put into place and monitored by the classroom teacher, guidance counselor, and social worker. Communication will be initiated with the families and meetings will be held with the Child Study Team to assist parents with attendance interventions.	1.1. Guidance Counselor Social Worker Teachers PSLT Data Processor How: The school social worker will track attendance and identify students in need of intervention. Guidance and Social worker will work with targeted students to increase their attendance rate.	1.1. Administration team and PSLT will examine data monthly.	1.1. Instructional Planning Tool/ Sagebrush EdConnect Attendance and Tardy Data		

Attendance Goal: 1. The attendance rate will increase from 94.9% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%. 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	94.90%	**96%**				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	110	**99**				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	50	**45**				
		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 meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Attendance Goals

<u>**Suspension Goal(s)**</u>

Suspension Goal(s)	**Problem-solving Process to Decrease Suspension**					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| 1. Suspension | 1.1.

Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom and school behavior. | 1.1.

Conscious Discipline strategies (K-2) and CHAMPS (3-5) 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. | 1.1.

PSLT
Leadership Team Administration | 1.1.

PSLT will review data on office referrals and out of school suspensions. | 1.1.

Education Portal and IPT suspension data cross referenced with mainframe discipline data | | |

Suspension Goal #1: 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	2013 Expected Number of In- School Suspensions					
	8	**7**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	8	**7**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	23	**20**					

	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	15	**13**					
		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

End of Suspension Goals

Hillsborough 2012
Rule 6A-1.099811
Revised December 3, 2012

Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Health and Fitness Goal	1.1.	1.1. Corr students will engage in five physical education classes per week with 2 from a certified Physical Education teacher and 3 from the classroom teacher.	1.1. Physical Education teacher/classroom teacher/administration	1.1. Classroom walkthroughs/ class schedules	1.1. Pacer Test		

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 88 % on the Pretest to 90 % on the Posttest.	2012 Current Level :*	2013 Expected Level :*				
	88%	**90%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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)

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| 1. Continuous Improvement Goal | 1.1.
-Teachers are at varying levels of using Differentiated Instruction **(DI)** strategies.
-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.
-Teachers tend to give all students the same lesson, handouts, etc. | 1.1.
Student achievement improves when teachers use on-going student data to differentiate instruction.
Actions/ Details
Within PLCs <u>Before</u> Instruction and <u>During</u> Instruction of New Content
-Using data from previous assessments and daily classroom performance/ work, teachers plan D I 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 <u>After</u> | 1.1.
<u>Who</u>
-Principal
-AP
-Instructional Coaches
-Grade Level PLC facilitators
<u>How</u>
-PLC logs turned into administration
-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. | 1.1.
<u>Teacher Level</u>
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the data to calculate their students' progress towards the development of their individual/PLC SMART Goal.
<u>PLC Level</u>
-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 PLCs chart their overall progress towards the SMART Goal.
<u>Leadership Team Level</u>
-PLC facilitator shares SMART Goal data with the PSLT.
-Data is used to drive teacher support and student supplemental instruction. | 1.1.
<u>3x per year</u>
 FAIR
Formative Assessments A, B, and C in Reading, Math, and Science

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

		Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI strategies for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/ content area PLCs.				

Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "Processes are in place for differentiating instruction at this school. (under Commitment to Continuous Improvement)" will increase from 45.5% in 2012 to 60% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	45.5%	**60%**					
		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

Differentiated Instruction	K-5 Leadership Team	Leadership Team PLC Facilitators Reading Coach Reading Resource teacher	School-wide	On-going Peer teacher observations (optional)	Administrator walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Principal/ AP Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** **Students scoring proficient in reading (Levels 4-9).**	A.1.	A.1 SEE READING ACTION PLAN	A.1.	A.1.	A.1.		
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	43%	44%					
		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: N/A* * "Results for fewer than 10 students have been suppressed."	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. SEE READING ACTION PLAN	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 33% to 38%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	33%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	2.1. SEE READING ACTION PLAN	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 20% to 25%.	2012 Current Percent of Students Proficient in Reading :				
	20%				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

E. Students scoring proficient in Writing.	2.1.	2.1. SEE WRITING ACTION PLAN	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 15% to 20%.	2012 Current Percent of Students Proficient in Writing :					
	15%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1. SEE MATHEMATICS ACTION PLAN	F.1.	F.1.	F.1.		
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36%	**37%**					
		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: **N/A*** ***** **"Results for fewer than 10 students have been suppressed."**	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 Science Florida Alternate Assessment Goal

Elementary Goals	Problem-Solving					

	Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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: N/A* * "Results for fewer than 10 students have been suppressed."	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		J.2.	J.2.	J.2.	J.2.	J.2.	

		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
M. Florida Alternate Assessment: **Students scoring at 4 or higher in writing (Levels 4-9).**	M.1.	M.1.	M.1.	M.1.	M.1.		
Writing Goal M: **N/A*** ***** **"Results for fewer than 10 students have been suppressed."**	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.	

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	□Prevent

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

School Advisory Council (SAC)

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

□ Yes   No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
All Academic Goal Areas	Student Motivational PRIDE Charms Copy paper and Laminating Film Multicultural Fair Day materials and supplies	$400 $200 $100	

Math/Science – Goal 1	Family Math & Science Night Items
	   -cards
	   -magnifying glasses
		$158.70
		$227.00	

Reading – Goal 1	Family Reading Night	$300	
Writing- Goal 2	STAR and SMILE stickers to use for conferences Pencils	$50 $100	
Attendance – Goal 1	Student Attendance Incentives for those students who have attendance problems-pencils, rulers, erasers	$100	
Health and Fitness- Goal 1	Fitness equipment- stop watches, etc.	$231	
Parent Involvement – Goal 1	Family Night materials	$200	
Final Amount Spent			