

FLORIDA DEPARTMENT OF EDUCATION



Northwest Elementary School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Northwest Elementary	District Name: Hillsborough County
Principal: Bryan Quigley	Superintendent: Mary Ellen Elia
SAC Chair: Torrie Wootton	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	Bryan Quigley	BS Elem Ed K-6 MA Education Leadership ESOL Certification	7	7	11-12: A 10-11: A 09-10: A 100% AYP 08-09: A 100% AYP 07-08: A 100% AYP
Assistant Principal	Christine Cheng	BA in Interpreting for the Deaf MA in Elementary Ed. Certified in Ed Leadership	9	1	11-12: A

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		ESOL Certification			
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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sharon Bugg	BS in education Primary education ESOL endorsed	0	7	10/11: C 69% AYP 09/10: C 67% AYP 08/09: B 89% 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	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. Opportunities for teacher leadership	Principal	Ongoing	
5. Regular time for teacher collaboration	Principal	Ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Working on 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
52	0% (0)	27% (14)	40% (31)	33% (17)	29% (15)	96% (50)	2% (1)	6% (3)	96% (50)

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
Tammy Steele	Lauren Orihuela	District Assigned	<ul style="list-style-type: none"> • Shadowing • Observation • Monthly data review meetings
	Carrie Pankey	District Assigned	<ul style="list-style-type: none"> • Shadowing • Observation • Monthly data review meetings

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Michelle Lightbody	Lauren Orihuela	Team Leader	<ul style="list-style-type: none"> • Shadowing • Observation • Monthly data review meetings
Heather Cerra	Carrie Pankey	Team Leader	<ul style="list-style-type: none"> • Shadowing • Observation • Monthly data review meetings

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

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Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/MTSS Team
<p>Identify the school-based MTSS Leadership Team. Bryan Quigley, Principal; Christine Cheng, Assistant Principal; Linda Hill, School Psychologist; Gina Jones, Guidance Counselor; Jennifer Covell, Speech; Sharon Bugg, Reading Coach; Marion Shapiro, VE; Monica Holmes, Kindergarten teacher; Mandy Gray, 1st grade teacher; Michelle Lightbody, 2nd grade teacher; Lenore Evans, 3rd grade teacher; Marci Steele, 4th grade teacher; Kyle Ricciuti, 5th grade teacher</p>
<p>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 team in our school is to provide high quality instruction/intervention matched to student needs using performance and learning rate over time to make important educational decisions to guide instruction. The MTSS team functions to address the progress of low performing students and help them meet grade level expectations. The major goal is for all students to achieve a year’s growth of progress and improve other long-term outcomes (behavior, attendance, etc.). The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The team uses a problem solving model and all decisions are guided by the review and analysis of student data.</p> <p>Our MTSS Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main leadership team of the school. The PSLT will meet monthly to:</p> <ul style="list-style-type: none"> • Use the MTSS problem solving model to <ul style="list-style-type: none"> - oversee a multi-tiered model of service delivers (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) - determine scheduling needs, curriculum, and intervention resources - review/interpret student data (academic and behavioral) - organize and support systematic data collection - strengthen Tier 1 (core curriculum) instruction through the implementation of PLCs; through the use of school-based Reinforcement Calendars, mini-lessons, and mini-assessments in reading; through the implementation of research-based instruction and interventions; plan, implement, and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier3 through the Immediate Intensive Intervention block and Extended Learning Programs; and monitor interventions and data assessments in Tier 2 and Tier 3. • Identify professional development needs and resources.

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- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The PSLT, faculty, and SAC are involved in the School Improvement Plan development activities that were conducted during pre-planning.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
	Some (25-75%) of the intended teachers	Student data indicate that strategy

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Emerging	are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the grade level PSLT representatives.
- The PSLT and PLCs both use the problem solving process to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
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FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments)	School Generated Database in Excel	PSLT/ ELP Facilitator

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from adopted curriculum resource materials)		
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	PSLT/PLCs

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

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

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

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

Describe the plan to train staff on MTSS.

District MTSS staff, Administration and the Problem Solving Leadership Team (PSLT) will use District MTSS Training Modules for staff training.

Training Modules:

- Module A – Problem Solving Response to Intervention within your teams
- Module B – Using Data for Problem Identification and Problem Analysis
- Module C – Using Data for Intervention Planning and Progress Monitoring
- Module D – Using Data for ESE Eligibility and Decision-Making

At PLC meetings, teams will discuss strategies to be used with different tiers.

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Describe plan to support MTSS.

Follow district guidelines and training the PSLT will monitor MTSS progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Bryan Quigley, Principal
Christine Cheng, Assistant Principal
Sharon Bugg, Reaching Coach
Monica Holmes, Kindergarten Teacher
Mandy Gray, 1st Grade Teacher
Michelle Lightbody, 2nd Grade Teacher
Lenore Evans, 3rd Grade Teacher
Marci Steele, 4th Grade Teacher
Kyle Ricciuti, 5th Grade Teacher

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 strategies across the content areas.
- Professional Development
- Co-planning, modeling and observation of researched-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement the K-12 Reading Plan.

NCLB Public School Choice

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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- 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?

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).			1.1. - Finding PLC planning time - Materials for Differentiated Instruction	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using Intensive Reading with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps:</u> 1. PLCs determine common assessments based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each common assessment. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.	1.1. <u>Who</u> Principal Assistant Principal Reading Coach <u>How</u> - PLC logs turned into administration, administration provides feedback - Classroom walk-throughs	1.1. During the first nine weeks, students will be identified as on-level, below-level, and above-level based on DRA data – running records and reading conferences will be used monthly in between. That data will be charted on a data wall.	1.1. <u>2-3x Per Year</u> Developmental Reading Assessment (DRAs) 2 times/year FAIR – ongoing Progress Monitoring in comprehension EasiCBM for T2 students <u>During Nine Weeks</u> Running Records – monthly Reading Conferences monthly: For grades 3 & 4 on above level students. For grade 5 on all students.
Reading Goal #1: In grades 3-5, the percentage students scoring proficient on the 2013 FCAT Reading will increase from 79% to 82%.	<u>2012 Current Level of Performance:*</u> 79%	<u>2013 Expected Level of Performance:*</u> 82%					

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				<p>4. Teachers bring assessment data back to the PLCs.</p> <p>5. Based on the data, teachers discuss strategies that were effective.</p> <p>6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to be re-taught to targeted students.</p> <p>7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>8. PLCs record their work in logs.</p>			
		<p>1.2. -Deciding what to focus on, overlapping focus - Scheduling conflicts within the grade level - Finding materials for mini-lessons and assessments that focus on student data - Aligning with the district calendar - Lack of common planning time to develop mini-lessons and mini-assessments</p>	<p>1.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve through teachers using research based strategies on identified tested benchmarks in reading and Language Arts classes.</p> <p><u>Action Steps</u> 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks that the grade level needs for reinforcement.</p>	<p>1.2. <u>Who</u> Principal Assistant Principal PLC Facilitator Reading Coach LLT</p> <p><u>How</u> - PLC logs are turned in to administration, which then provides feedback. - Evidence of strategy in teachers’ lesson plans as send during administration walk-throughs - PLC timeline of targeted skills to be reviewed by the Reading Coach and Assistant</p>	<p>1.2. PLCs will review mini-assessment data. Data kept in PLC logs. PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment Data will be shared with the LLT a minimum of once nine weeks. The LLT will determine the percentage of students scoring at or above proficiency.</p>	<p>1.2. <u>2-3x Per Year</u> FAIR</p> <p><u>During Nine Weeks</u> Mini-Assessment data</p>	

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			<p>2. Based on data, PLCs develop a projected timeline for teaching the essential skills in the FCIM and the standards covered in the core curriculum.</p> <p>3. PLCs identify appropriate mini-lessons and mini-assessments for essential skills. A combination of district and school-generated mini-assessments will be used.</p> <p>4. Teachers will implement the mini-lessons and mini-assessments.</p> <p>5. Teachers bring assessment data back to the PLCs. Data is used to adjust the timeline – moving skills to a maintenance or re-teaching schedule.</p>	Principal						
		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.	2.1.	2.1.	2.1.	2.1.				
Reading Goal #2: In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 49% to 52%.	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>49%</td> <td>52%</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	49%	52%	<p>2.1.</p> <ul style="list-style-type: none"> - Media center closed - Programs for looking at different genres are not available (within media center) - Media center not labeled with genres - Teacher knowledge of how to enrich (differentiate instruction) vary - Difficulty identifying progress monitoring tools 	<p>2.1.</p> <p>Strategy: Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension, fluency, and vocabulary will increase through the instructional model which includes:</p> <ul style="list-style-type: none"> -increased time for students’ independent reading, -exposure to multiple genres, -students responding critically to text, -instruction in & use of higher order thinking strategies, 	<p>2.1.</p> <p>Who Principal Assistant Principal Reading Coach PLC Facilitator</p> <p>How -PLC logs turned into administration which provides feedback - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs</p>	<p>2.1.</p> <p>PLCs will review evaluation data at monthly PLC meetings. PLC facilitator will share data with the LLT. The LLT will review data for positive trends at a minimum of once per nine weeks.</p>	<p>2.1.</p> <p><u>2-3x Per Year</u> FAIR</p> <p><u>During Nine Weeks</u> Reading responses reflecting higher order thinking</p> <p>Student independent reading conference forms</p>
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
49%	52%									

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				<p>-ongoing assessment through individual student conferencing.</p> <p><u>Action Steps.</u></p> <ol style="list-style-type: none"> 1. Identify students performing above proficiency based on FCAT, FAIR, and DRA data. 2. PLCs meet to decide on the progress monitoring tool for measuring comprehension, fluency, and vocabulary. 3. Teachers administer interest surveys and progress monitoring assessment to determine base-line data and areas of strength and need. 4. Provide multiple levels of text in varied genres. Teachers ask HOT questions (Higher Order Thinking) and have students respond critically to the text. 5. Assess students with identified progress monitoring tool monthly. Bring assessment data to PLC for comparison – recording work in PLC logs. 			
			2.2. See 1.1	2.2. See 1.1	2.2. See 1.1	2.2. See 1.1	2.2. See 1.1
			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.	3.1. <u>Strategy: See 1.1</u>	3.1. See 1.1 <u>Who</u>	3.1. See 1.1 <u>Teacher Level</u>	3.1. See 1.1 <u>2-3x Per Year</u>
<u>Reading Goal #3:</u> In grades 3-5, Points for	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See 1.1	<u>Action Steps:</u>	<u>How</u>	<u>PLC/Department Level</u> <u>Leadership Team Level</u>	<u>During Grading Period</u>

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students making learning gains on the 2013 FCAT Reading will increase from 75pts to 78pts.	75pts	78pts					
	3.2. See 1.2		3.2. See 1.2	3.2.	3.2.	3.2.	3.2.
3.3.			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. - Scheduling the block of time - Teachers varying in knowledge on how to flexibly group students - Need training on how the iii works	4.1. <u>Strategy: Tier 2/3</u> - Students’ reading comprehension will improve through implementation of 30 minutes of supplemental instruction during the daily iii (Immediate Intensive Interventions) time (which includes both lessons and assessments). <u>Action Steps</u> 1. As a PLC, developmentally group students based on student achievement and/or instructional strategies. 2. During the PLC meeting, decide which teacher will focus on which group and decide upon effective teaching strategies. PLCs also decide upon a progress monitoring tool to be given monthly. 3. Implement strategies during iii block time. Give the progress monitoring tool at the end of the month. 4. Bring back data to PLC, decide if students need to move levels (higher or lower) or remain in current level.	4.1. <u>Who</u> Principal Assistant Principal Reading Coach <u>How</u> - PLC logs turned into administration which provides feedback - Evidence of strategy in teachers’ lesson plans see during administration walk-throughs	4.1. -PLCs will review mini-assessment data. Mini-assessment data recorded in PLC data base (excel spreadsheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. -PLC facilitator will share data with the Problem Solving Leadership Team. -With the Literacy Leadership Team, the Problem Solving Leadership Team 1) reviews FAIR OPM data to determine the percentage of students scoring medium to high and 2) reviews course-generated nine week assessment that includes all skills covered during the nine week period. -The PSLT will review assessment data for positive trends at a minimum of once per nine weeks.	4.1. <u>2-3x Per Year</u> FAIR data <u>During Nine Weeks</u> FAIR on-going Progress Monitoring tools Mini-Assessments EasyCBM
Reading Goal #4: In grades 3-5, Points for students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 80pts to 82pts.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80pts	82pts					

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		<p>4.2.</p> <ul style="list-style-type: none"> -Transportation for students - Minimal communication between regular education teachers and ELP teachers - Doesn't always focus on the specific strategies that students need - Funding of the ELP program is limited 	<p>4.2. Students' reading comprehension will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Classroom teachers will share student data with ELP teachers – focusing on skills not mastered. A form will be filled out by the classroom teacher and shared with the ELP teacher. 2. ELP teachers will identify lessons for students that target specific skills that are not at the mastery level. 3. Students in grades 3 - 5 will attend ELP after school. The sessions will run about 6 weeks for 2 hours each week as funding permits. 4. Progress monitoring data will be collected by the ELP teacher on a biweekly basis and communicated back to the regular education teacher using the same form as stated above as needed. 	<p>4.2.</p> <p><u>Who</u> Principal Assistant Principal</p> <p><u>How</u> Administrators will review communication forms between regular education teacher and ELP teacher.</p>	<p>4.2.</p> <p>Administrators will review the ELP data for each group on a monthly basis and present the information to the PSLT.</p>	<p>4.2.</p> <p>Progress Monitoring Tools Mini-Assessments</p>
		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%.						
<u>Reading Goal #5:</u> Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						

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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: See Reading 4.1	5A.1. See Reading 4.1	5A.1. See Reading 4.1	5A.1. See Reading 4.1	5A.1. See Reading 4.1
Reading Goal #5A: In grades 3-5, the percent of students in subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading will decrease each year for the next six years.	2012 Current Level of Performance: * White:20% Black:27% Hispanic:25% Asian: American Indian:	2013 Expected Level of Performance: * White:19% Black:26% Hispanic:24% Asian: American Indian:					
			5A.2. See Reading 4.2	5A.2 See Reading 4.2	5A.2 See Reading 4.2	5A.2 See Reading 4.2	5A.2 See Reading 4.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. See Reading 4.1	5B.1. See Reading 4.1	5B.1. See Reading 4.1	5B.1. See Reading 4.1	5B.1. See Reading 4.1
Reading Goal #5B: In grades 3-5, Economically Disadvantaged students not making satisfactory progress on 2013 FCAT in reading will decrease in six years.	2012 Current Level of Performance: * 29%	2013 Expected Level of Performance: * 26%					
			5B.2. See Reading 4.2	5B.2. See Reading 4.2	5B.2. See Reading 4.2	5B.2. See Reading 4.2	5B.2. See Reading 4.2
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5C: In grades 3-5, English Language Learners (ELL) students not making satisfactory progress on 2013 FCAT in reading will decrease in six years.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading 4.2	See Reading 4.2	See Reading 4.2	See Reading 4.2	See Reading 4.2
	56%	53%					
			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.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: In grades 3-5, Students with Disabilities (SWD) not making satisfactory progress on 2013 FCAT in reading will decrease in six years.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Reading 4.2	See Reading 4.2	See Reading 4.2	See Reading 4.2	See Reading 4.2
	29%	26%					
			5D.2. See Reading 4.2	5D.2. See Reading 4.2	5D.2. See Reading 4.2	5D.2. See Reading 4.2	5D.2. See Reading 4.2
		5D.3	5D.3	5D.3	5D.3	5D.3	

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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
Analyzing Student FAIR Data	Grades K-5	Reading Coach	All teachers school wide	PLC meeting in October and January	Administrator will review PLC logs to monitor the analysis of student data to inform instructional decisions.	Principal and Administrative Team
Text Complexity	Grades K-5	Reading Coach	Grade Level	August 2012	Certificate of Completion	Administrative Team
Book Study - Daily 5 Cafe	Grades K-5	Reading Coach	Grade Level	October 2012	Certificate of Completion	Administrative Team
Building Strategic Readers	Grades K-5	Reading Contact/Coach	Grade Level	December 2012	Certificate of Completion	Administrative Team
Text Dependent Questioning	Grades K-5	Reading Contact	Grade Level	January 2013	Certificate of Completion	Administrative Team

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. - Finding PLC planning time	1.1. Strategy: Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the Core-Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction as a result of the problem-solving model. Students will master basic math fact fluency based on grade level standards.	1.1. Who Principal Assistant Principal PLC Facilitator How - PLC logs turned into administration, administration provides feedback - PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies – form to be used to monitor implementation of SIP strategies - Classroom walk-throughs - Monitoring data will be reviewed every nine weeks	1.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spreadsheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share 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 nine weeks.	1.1. <u>2-3x Per Year</u> District Baseline Assessments Beginning, Mid, and End of the Year Assessments <u>During Nine Weeks</u> Chapter Tests
Mathematics Goal #1: In grades 3-5, the students scoring proficient in Math will increase from 72% to 75%.	<u>2012 Current Level of Performance:*</u> 72%	<u>2013 Expected Level of Performance:*</u> 75%	- Materials for Differentiated Instruction - New math series	Action Steps 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies that are proven to be effective in the classroom. 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum			

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			<p>material.</p> <p>4. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>5. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p>			
		<p>1.2. - new math series - PLC time to focus on math - finding alternative activities for student/teacher reflection</p>	<p>1.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will increase through their participation in regular "Checks for Understanding." Teachers plan for and implement checks for understanding during lessons (i.e. think-pair-share, 3 minute pauses, think and write, etc.) as well as closure activities and opportunities for student/teacher reflection at the end of each instructional period.</p> <p><u>Action Steps</u></p> <p>1. During PLCs, develop various strategies to check for understanding during specific math lessons. 2. Teachers will implement the checks for understanding and essential question responses in the classroom. 3. As a Professional</p>	<p>1.2. <u>Who</u> Principal Assistant Principal</p> <p><u>How</u> - PLC logs are turned in to administration, which then provides feedback.</p>	<p>1.2. PLC unit assessment data will be recorded in a course-specific PLC data base.</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Data will be shared with the PSLT for review once every nine weeks.</p>	<p>1.2. <u>2-3x Per Year</u> District Baseline Assessments</p> <p>Beginning, Mid, and End of the Year Assessments</p> <p><u>During Nine Weeks</u> Chapter Tests</p> <p>Essential Question responses</p>

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			Development activity in their PLCs, teachers spend time sharing and modeling strategies for checks for understanding. 4. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques. 5. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1. - Not all teachers know how to ask higher order questions during instruction - Training for teachers is needed - Training not available	2.1. <u>Strategy: Tier 1</u> – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in HOTS activities. Teachers will analyze data, plan instruction based on data, include HOT questions designed to increase rigor in lesson plans. <u>Action Steps</u> 1. Teachers will attend an onsite HOT training. 2. Teachers work in PLCs to plan HOT questions to be used during lessons. 3. Teachers implement the targeted higher order questioning strategies in	2.1. <u>Who</u> Principal Assistant Principal PLC Facilitator <u>How</u> - PLC logs are turned in to administration, which then provides feedback.	2.1. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Literacy Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. <u>2-3x Per Year</u> District Baseline Assessments Beginning, Mid, and End of the Year Assessments <u>During Nine Weeks</u> Chapter Tests HOT questioning responses
Mathematics Goal #2: In grades 3-5, the students scoring achievement levels of 4 or 5 on 2013 FCAT in Mathematics will increase from 42% to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	42%	45%				

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				their lessons. 4. Teachers implement the common assessments.			
			2.2. See 1.1	2.2. See 1.1	2.2. See 1.1	2.2. See 1.1	2.2. See 1.1
			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.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
Mathematics Goal #3: In grades 3-5, the points for students making learning gains on 2013 FCAT in Mathematics will increase from 75pts to 78pts.	<u>2012 Current Level of Performance:*</u> 75pts	<u>2013 Expected Level of Performance:*</u> 78pts					
			3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2
			3.3. See 2.1	3.3. See 2.1	3.3. See 2.1	3.3. See 2.1	3.3. See 2.1
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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. - Space for word walls - Materials to create word walls - Varying knowledge on organizers and foldables	4.1. <u>Strategy:</u> Tier 2/3 – The purpose of this strategy is to strengthen math concepts using reading strategies. Teachers will use visuals – including Word Walls, graphic organizers, and foldables - to scaffold math concepts.	4.1. <u>Who</u> Principal Assistant Principals Teachers PLC Facilitators <u>How</u> - PLC logs are turned in	4.1. -PLCs will review mini-assessment data. -For the mini-assessments, PLC's will chart the increase in the number of students reaching at least 70% mastery on each mini-assessment.	4.1. <u>2-3x Per Year</u> District Baseline Assessments Beginning, Mid, and End of the Year Assessments <u>During Nine Weeks</u>
Mathematics Goal #4: In grades 3-5, the points for students in Lowest 25% making learning gains on the 2013 FCAT in mathematics will	<u>2012 Current Level of Performance:*</u> 64pts	<u>2013 Expected Level of Performance:*</u> 67pts					

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increase from 64pts to 67pts.				<p><u>Action Steps</u> 1. Teachers implement strategies discussed in PLCs along with introducing words for the word wall. 2. Teachers bring student samples back to PLCs. 3. PLCs discuss which strategies were effective and which need work. They then discuss implementation for future units</p>	to administration, which then provides feedback. - Evidence of strategy in teachers' lesson plans.	-PLC facilitator will share data with the Problem Solving Leadership Team. -The PSLT will review assessment data for positive trends at a minimum of once per nine weeks.	Chapter Tests – focusing on vocabulary questions Student samples of organizers and foldables
			4.2. See 1.1	4.2. See 1.1	4.2. See 1.1	4.2. See 1.1	4.2. See 1.1
			4.3 -Teacher support for planning remediation and enrichment activities -Teacher support for the strategy	4.3 Tier 2/3 - Students' math skills will improve through the implementation of supplemental instruction for re-teaching and (Through ELP) <u>Action Steps</u> 1. Teachers will discuss student performance in PLC and determine which students would benefit from Math ELP. 2. Students will attend ELP for Math. 3. PLCs record their work in logs.	4.3 <u>Who</u> AP Principal Team Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy.	4.3 Teachers review test data at PLC meetings. PLC facilitator will share 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 nine weeks.	4.3. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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%.							

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<p><u>Math Goal #5:</u> Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>			<p>5A.1. - Students not receiving academic support outside of math classroom instruction. - Lack pre-requisite skills</p>	<p>5A.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas. <u>Action Steps</u> 1. PLCs will familiarize themselves with the content standards. 2. PLCs will recognize vocabulary needs within each content area. 3. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA- embedded vocabulary development activities and/or 3) any program assessment provided in curriculum resources and materials. 4. PLCs record their work in the PLC logs. 5. As a Professional Development activity, PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks. 6. Teachers implement the common assessments. 7. Teachers bring assessment data back to the</p>	<p>5A.1. Who - APEI - Guidance Counselors - Math Teachers</p> <p><u>How Monitored</u> - PLC logs are turned in to administration, which then provides feedback. - Evidence of strategy in teachers’ lesson plans.</p>	<p>5A.1. PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share 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 nine weeks.</p>	<p>5A.1. - Formative Tests -Unit Tests -On-line resources reports</p>
<p><u>Reading Goal #5A:</u> In grades 3-5, the percent of student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics will decrease over the next 6 years.</p>	<p><u>2012 Current Level of Performance:*</u> White:27% Black:27% Hispanic:34% Asian: American Indian:</p>	<p><u>2013 Expected Level of Performance:*</u> White:23% Black: 25% Hispanic:31% Asian: American Indian:</p>					

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			PLCs. 10. As a Professional Development activity, PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementation. 8. Grades 4 and 5 students needing additional instruction will be invited to attend ELP.			
		5A.2. -Teacher support for planning remediation and enrichment activities -Teacher support for the strategy	5A.2. Tier 2/3 - Students' math skills will improve through the implementation of supplemental instruction for re-teaching and (Through ELP) <u>Action Steps</u> 1. Teachers will discuss student performance in PLC and determine which students would benefit from Math ELP. 2. Students will attend ELP for Math. 3. PLCs record their work in logs.	5A.2. <u>Who</u> AP Principal Team Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy.	5A.2. Teachers analyze mini assessment data on skills taught/reviewed in supplemental instructional period. Mini-assessment data recorded in team data base (excel spread sheet). Excel spread sheet turned into APC every three weeks. Teachers review data at PLC meetings. PLC facilitator will share 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 nine weeks.	5A.2. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Chapter Tests -Benchmark mini assessments
		5A.3. See 4.1	5A.3. See 4.1	5A.3. See 4.1	5A.3. See 4.1	5A.3. See 4.1
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
	5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.

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Mathematics Goal #5B: In grades 3-5, Economically Disadvantaged students not making satisfactory progress in Math will decrease in six years. .	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	See 5A.1	See 5A.1	See 5A.1	See 5A.1	See 5A.1
	38%	34%					
			5B.1. See 5A.2	5B.1. See 5A.2	5B.1. See 5A.2	5B.1. See 5A.2	5B.1. See 5A.2
		5B.3. See 4.1	5B.3. See 4.1	5B.3. See 4.1	5B.3. See 4.1	5B.3. See 4.1	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: In grades 3-5, English Language Learners (ELL) students not making satisfactory progress in Math will decrease in six years.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	50%	45%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	
Mathematics Goal #5D: In grades 3-5, Students with Disabilities (SWD) not making satisfactory progress in Math will decrease in six years. .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5D.1. - No electronic accessibility to FAA data (instructional planning tool, mainframe, etc.) -Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (ACP, content knowledge, certification) -Multiple Preps. -Lack of common planning time	5D.1. SWDs math skills will improve by <u>connecting individual needs to instruction as outlined in the IEP.</u> <u>Actions Steps</u> 1. Math General ed. and/or SWD teachers will familiarizing themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the Math General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. PLC teachers instruct students implementing IEP strategies and accommodations. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 7. Teachers provide	5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> -IEP Progress Reports reviewed by APC. - Data will be reviewed every nine weeks.	5D.1. PLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5D.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Nine Weeks</u> -Benchmark mini assessments -Unit and/or Segment assessments
	49%	44%					

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				Differentiated Instruction to targeted students (remediation and enrichment). 8. Grades 4 and 5 students needing additional instruction will be invited to attend ELP. 9. PLCs record their work in logs.			
			5D.2. See 5A.1 and 5A.2	5D.2. See 5A.1 and 5A.2	5D.2. See 5A.1 and 5A.2	5D.2. See 5A.1 and 5A.2	5D.2. See 5A.1 and 5A.2
			5D.3 See 4.1	5D.3 See 4.1	5D.3 See 4.1	5D.3 See 4.1	5D.3 See 4.1

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra 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
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: 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.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: 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 Algebra EOC 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
HOTS	K-5	Math Contact & Grade Level PLC Facilitator	Grade-level PLC	Weekly PLC Meetings	Administrators will conduct targeted classroom walk-throughs to monitor HOTS implementation	Administration Team
Current Best Practices in Math Instruction	K-5	Math Facilitator	Grade Level	December 2012	Administrators will conduct targeted classroom walk-throughs.	Administration Team

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>			<p>1.1. - Teacher comfort level with inquiry based instruction - Available materials - Teacher knowledge of inquiry based instruction - How to use all available resources in lessons - Varying teacher knowledge of the 5 Es (Engage, Explore, Explain, Evaluate, and Extend)</p>	<p>1.1. <u>Strategy: Tier 1</u> – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p> <p><u>Action Steps</u> 1. Select teachers will attend District trainings and share information with PLCs and grade levels. 2. If a teacher is unfamiliar with the inquiry based instruction, he/she may observe another teacher modeling the strategy or attend professional development. 3. Teachers instruct students using the core curriculum and inquiry based instruction. 4. Teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the grade level meeting.</p>	<p>1.1. <u>Who</u> Principal Assistant Principal Science Contact for District <u>How</u> - Grade level logs are turned in to administration, which then provides feedback. - Evidence of strategy in teachers' lesson plans as seen during administration walk-throughs</p>	<p>1.1. Grade level teams' unit assessment data will be recorded in a course-specific database. Grade level teams' will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>1.1. <u>2-3x Per Year</u> District Baseline tests <u>During Nine Weeks</u> Chapter Assessments Lab/Investigation Journaling</p>
<p>Science Goal #1: In grades 3-5, the students scoring proficient (Level 3-5) in science on 2013 FCAT will increase from 70% to 72%.</p>	<p>2012 Current Level of Performance:*</p> <p>70%</p>	<p>2013 Expected Level of Performance:*</p> <p>72%</p>					

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				<p>6. Based on data, grade levels discuss which instruction strategies were effective.</p> <p>7. Teachers bring assessment data back to the grade levels.</p> <p>6. Based on data, teachers discuss which instruction strategies were effective.</p> <p>7. Grade levels record their work in their grade level log.</p> <p>8. School Science contacts will share important information at faculty meetings.</p>			
		<p>1.2.</p> <ul style="list-style-type: none"> - Teachers knowledge of how to incorporate lab experiences vary - Materials available - Available time to set-up 	<p>1.2. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through increased participation in laboratory inquiry. The goal will be to complete one lab per week.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Science contacts will attend District trainings and share information at faculty meetings. 2. If a teacher is unfamiliar with how to incorporate lab experiences, he/she may observe another teacher modeling the strategy or attend professional development. 3. Teachers utilize the curriculum map and decide where appropriate lab experiences fit into the curriculum. 4. Teachers conduct the inquiry and ask the common essential questions – students respond in a written format. 5. Teachers bring assessment data back to the grade level 	<p>1.2.</p> <p><u>Who</u></p> <p>Principal Assistant Principal Science Contact for District</p> <p><u>How</u></p> <ul style="list-style-type: none"> - Grade level logs are turned in to administration, which then provides feedback. - Evidence of strategy in teachers’ lesson plans as seen during administration walk-throughs 	<p>1.2.</p> <p>Grade level teams' unit assessment data will be recorded in a course-specific database.</p> <p>Grade level teams' will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>1.2.</p> <p><u>2-3x Per Year</u></p> <p>District Baseline tests</p> <p><u>During Nine Weeks</u></p> <p>Chapter Assessments</p> <p>Lab/Investigation Journaling</p>	

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			meeting. 6. Based on data, grade levels discuss which instruction strategies were effective. 7. Grade levels record their work in their grade level log.			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. - Teachers knowledge of how to incorporate lab experiences vary - Materials available - Available time to set-up - Time to incorporate multiple participation in long-term investigations -Scheduling for the lab	2.1. <u>Strategy:</u> The purpose of this strategy is to strengthen students’ science skills through increased participation in long-term investigations. <u>Action Steps</u> 1. The school has a central Science lab that will be used to pull materials for individual classroom use. The Science lab is designated for classroom/team investigations. A schedule will be created for daily use by classrooms. 2. Long-term investigation is set up for observation. 3. Teachers observe the long-term investigations and ask the common essential questions – students respond in a written format. 4. Teachers bring assessment data back to team meetings. 5. Based on data, the teachers discuss which instruction strategies were effective. 6. Grade levels record their	2.1. <u>Who</u> Principal Assistant Principal Science District Contact <u>How</u> - Vertical team logs are turned in to administration, which then provides feedback. - Evidence of strategy in teachers’ lesson plans as send during administration walk-throughs	2.1. The vertical teams will meet and fill out a rubric to evaluate the effectiveness of the long-term investigation.	2.1. Investigation Responses (can include responses to essential questions and/or journaling)
Science Goal #2: In grades 3-5, the students scoring Achievement Levels 4 or 5 in science on 2013 FCAT will increase from 27% to 30%.	<u>2012 Current Level of Performance:*</u> 27%	<u>2013Expected Level of Performance:*</u> 30%				

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				work in their log. 7. Vertical teams will meet biannually to discuss benchmark achievement/progress. 8. A Science committee will be formed.			
			2.2. See 1.1	2.2. See 1.1	2.2. See 1.1	2.2. See 1.1	2.2. See 1.1
			2.3 See 1.2	2.3 See 1.2	2.3 See 1.2	2.3 See 1.2	2.3 See 1.2

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry and the 5E Lesson Plan model	Grades K-5	Science contact PLC facilitator	Grade Level	Weekly team and PLC meetings	Logs and administrative walk-throughs	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
<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p> <p><u>Writing/LA Goal #1:</u> In fourth grade, the students scoring at achievement level 3.0 or higher on 2013 writing will increase from 94% to 95%.</p>			<p>1.1. - Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers do not have confidence using holistic scoring methods - Teachers lack sufficient time to score student papers - Teachers lack common planning time to meet in Grade levels to discuss common deficiencies in writing</p>	<p>1.1. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through participation of best practices for teaching writing. Best practices include Differentiated Instruction and effective holistic scoring methods.</p> <p><u>Action Steps:</u> 1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend district level trainings. 2. As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within Grade levels. 3. As a Professional Development activity each group discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors. 4. Based on student writing reviews and grade level</p>	<p>1.1. <u>Who</u> Principal APC Writing Contact</p> <p><u>How</u> - Grade level logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing this strategy. - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool). - Springboard Walk-Through Observation Form</p>	<p>1.1. <u>Teacher Level</u></p> <p><u>Department Level</u> Grade levels will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>Grade levels - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. Grade levels will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p> <p>Grade levels will participate in rubric Norming sessions to identify teacher barriers impeding effective holistic scoring.</p>	<p>1.1. <u>2-3x Per Year</u> Student monthly demand writes, student daily drafts, conferencing notes</p> <p><u>During Grading Period</u></p>

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				discussions regarding trends and needs, teachers create writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead. 5. Teachers implement the ideas based on specific student needs. 6. Grade levels review nine week data, set a new goal for the following nine weeks. 7. Grade levels record their work in the a log.			
			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
District Writing Updates	K-5	Writing Contact	Grade Level Meetings, Faculty Meetings	Monthly	Grade Level Logs and Administrative Walk throughs	Administration
State Rubric Calibration	2-5	District	Grade Level	October – December 2012	Certification of Completion	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			1.1. - Need better communication between all parties	1.1. Tier 2 - Beginning at the 5th unexcused absence, guidance and social work collaborate to assure that a letter is sent home to parents outlining the state statute that requires parents to send students to school.	1.1. Social Worker Guidance Counselor PSLT	1.1. PSLT will disaggregate attendance data for the “Tier 2” group along with the guidance counselor and maintain communication about these children	1.1. Instructional Planning Tool Attendance/Tardy data
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
-The attendance rate will increase from 96.23% in 2011-2012 to 96.50% in 2012-2013.	96.23 %	96.50%					
-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 23 (2011-2012) to 20 (2012-2013).	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	23	20					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	100	90					
			1.2. - Need better communication between all parties	1.2. The Administration Team will meet every 20 days to review the school’s Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and	1.2. Social Worker Guidance Counselor PSLT	1.2. Administration Team will disaggregate attendance data for “Tier 2” group and maintain communication with these families	1.2. Attendance/Tardy data

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			to identify students in need of support beyond school wide attendance initiatives.			
		1.3. - Need better communication between all parties - Families problems being the cause of absences or tardies	1.3. Tier 2/3 When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail by the social worker that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	1.3. Social Worker Guidance Counselor PSLT	1.3. Administration Team will disaggregate attendance data for Tier 2/3 group and maintain communication with these families	1.3. Attendance/Tardy data Conference Notes

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

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						effectiveness of strategy?	
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Suspension Goal #1: -The total number of In-School Suspensions will decrease from 11 to 9 in the 2012-2013 school year.</p> <p>-The total number of students receiving In-School Suspension will decrease from 11 to 9 in the 2012-2013 school year.</p> <p>-The total number of Out-of-Suspensions (including ATOSS) will decrease from 5 to 4 in the 2012-2013 school year.</p> <p>-The total number of students receiving Out-of-School Suspension decrease from 5 to 4 in the 2012-2013 school year.</p>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	<p>- Maintaining incentive plans across the grade-level</p> <p>- Inconsistency between teachers</p> <p>- Coming up with alternative behavior plans</p> <p>- Finding incentives that motivate students</p>	<p>Professional Learning Communities will meet to create an incentive plan for the grade-level to minimize disruptive behaviors</p> <p>PLCs will identify specific behavior problems and discuss alternative behavior management plans. If the plan is still unsuccessful, the student's interventions will be brought to the Problem Solving Leadership Team to discuss further interventions.</p>	<p>Principal Assistant Principal PSLT</p>	<p>1.1. PLCs will review discipline data to determine if incentive plan is working.</p> <p>PSLT will review behavior plans and discipline data for specific students.</p>	<p>1.1. Individual Behavior Plans Discipline Data</p>
	11	9					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	11	9					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
5	4						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
5	4						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K-5	District Trainer	Grade Level	October 2012	Certificate of Completion	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		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

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			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			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 effectiveness of strategy?	Student Evaluation Tool

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2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:						
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.

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			- Creating engaging games during teacher directed PE	1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Principal	1.1. Classroom walk-throughs Class schedules	1.1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					

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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 74% on the Pretest to 83% on the Posttest.	74%	83%					that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.
			- Motivating students	1.2 Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team	1.2. H.E.A.R.T. team.	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	1.3. Physical Education Teacher	1.3. Lesson plans of Physical Education Teacher	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.

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)).

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. - Scheduling conflicts - getting materials - Notification for parents - Volunteers to help out	1.1. The school will host one parent workshop per nine weeks. Topics will include FCAT writing skills, developing procedures and routines, Science standards and overview the Science Fair, SAT 10 information, new math standards and how they are taught, and the social worker, guidance counselor and school psychologist will overview resources available through the district to parents and students.	1.1. Who? Principal Assistant Principal How? Administration will review parent surveys and provide feedback	1.1. A Parent Workshop team consisting of grade-level representatives, content specific representatives, and administration, will meet to discuss results of a parent survey and determine the effectiveness of the workshop.	1.1. Parent Survey
Continuous Improvement Goal #1: The percentage of parents who strongly agree with the indicator “the school informs families about community resources (e.g. after school programs, crisis support, tutoring social services, etc)” (under Community Collaboration)” will increase from 33.9% in 2012 to 50% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	33.9	50.0					
			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 Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: 75% of ELL students will be proficient in Listening/Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: 63% if ELL students are proficient in Listening/Speaking.	See Reading 4.1	See Reading 4.1	See Reading 4.1	See Reading 4.1	See Reading 4.1
		1.2. See Reading 4.2	1.2. See Reading 4.2	1.2. See Reading 4.2	1.2. See Reading 4.2	1.2. See Reading 4.2
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: 55% of students will be proficient in Reading.	2012 Current Percent of Students Proficient in Reading : 43% of ELL students are proficient in Reading.	See Reading 4.1	See Reading 4.1	See Reading 4.1	See Reading 4.1	See Reading 4.1
		2.2. See Reading 4.2	2.2. See Reading 4.2	2.2. See Reading 4.2	2.2. See Reading 4.2	2.2. See Reading 4.2
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: 35% of ELL students will be proficient in writing.	<u>2012 Current Percent of Students Proficient in Writing :</u> 26% of ELL students were proficient in writing.	See Writing 1.1	See Writing 1.1	See Writing 1.1	See Writing 1.1	See Writing 1.1
		2.2.	2.2.	2.2.	2.2.	2.2.
		See Writing 1.2	See Writing 1.2	See Writing 1.2	See Writing 1.2	See Writing 1.2
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			F.2.	F.2.	F.2.	F.2.	F.2.

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		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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box.						
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							

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			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.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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.

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Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>					
			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 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

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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.
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.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Increase STEM (science or math) Extended Learning Programs.	1.1. Student attendance.	1.1. Invite bottom students for Math. Reteaching and supporting the core.	1.1 Administration.	1.1. Monitoring daily attendance.	1.1. Progress monitoring done by teachers within the classroom.
	1.2. Teacher Interest to teach ELP.	1.2. Adjusted time to 3-4pm, narrowing the content covered to just Math.	1.2. Administration	1.2. Number of teachers teaching ELP each session.	1.2. NA
	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
District ELP Training	3-5/All subjects	District	ELP teachers	Regular school year/after school	PDS confirmation/follow up	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 times a year in 2011-2012 to one per quarter in 2012-2013.</p>	1.1.	1.1. Provide field trips to local businesses.	1.1.	1.1.	1.1. Log of field trips.
	1.2.	1.2. Use career workbooks, videos, and activities.	1.2.	1.2.	1.2. Junior Achievement paperwork and Great American Teach-in Log.
	1.3.	1.3. Implement speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-in.	1.3.	1.3.	1.3. Log of CTE speakers (Great American Teach-in, Veterans Day program, etc.).

CTE Professional Development

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

End of CTE Goal(s)

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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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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
Reading, Math, Science and Writing Goals.	PLC Coordinator (collect, sort and share data with PLCs)	\$862.50	\$862.50
Math Goals	36 Tivitz games (resource for students to use while practicing math operations)	\$990.35	\$990.35
Final Amount Spent			\$1852.85