

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Burney Elementary	District Name: Hillsborough Co.
Principal: Donna Ippolito	Superintendent: MaryEllen Elia
SAC Chair: Gloria Delgado	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	Donna Ippolito	ESE K-12, ED Lead, Guidance Ed Spec.	1 month	17	2011-2012 A 2010-2011 A 2009-2010 A
Assistant Principal	Kelly Morrison	BS Elem ED, M.S. Ed Lead	10 years	4	2011-2012 B 2010-2011 A 2009-2010 B

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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 Coach	Keri Bozeman	Elem Ed, ESOL, Gifted	2 months	2 months	2011-2012 A 2010-2011 B 2009-2010 B
Reading Resource	Sara Kincaid	BS Early Childhood, PreK/Pri Ed, Media, ESE	3 days	5 years	2011-2012 A 2010-2011 A 2009-2010 C
Math Resource Academic Intervention Specialist	Kristy Fisher	BS Bus. Mgt., Elem Ed, MS ED Lead	4 Years	3 Years	2011-2012 B 2010-2011 A 2009-2010 B
	Penny Varnum	BS Elem Ed, MS Reading and Literacy	4 Years	10 Years	2011-2012 B 2010-2011 A 2009-2010 B

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Renaissance Teacher Interview Day	General Directors	June 2012	
3. Salary differential (Renaissance Schools)	Gen. Director of Federal Programs	On going	
4. District Mentor Program	District Mentors	On going	
5. District Peer Program	District Peers	On going	
6. School Orientation	Principal	August 2012	
7. School Mentors	Principal	On going	
8. Leadership Opportunities	Principal	On going	

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Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
6 out of field			Depending on the needs of the teacher, one or more of the following strategies are implemented. <u>Administrators</u> Meet with the teachers four times per year to discuss progress on: *Preparing and taking the certification exam *Completing classes needed for certification *Provide substitute coverage for the teachers to observe other teachers *Discussion of what teachers learned during the observation (s) <u>Academic Coach</u> *The coach co-plans, models, observes and conferences with the teacher on a regular basis <u>Subject Area Leader/PLC</u> *The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve for all.

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)).

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Total Number of Instructional Staff 40	% 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
(40) 100%	(1) 2%	(19) 48%	(14) 35%	(17) 42%	(13) 33%	(37) 93%	(5) 13%	(5) 13%	(28) 70%

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
Shanna McMurphy	Adrienne Wills	The district based mentor is with EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, sharing resources, creating schedules, setting goals, linking goals to IPDP.
Shanna McMurphy	Keyonna Richardson	The district based mentor is with EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, coaching, beginning long-term investigations, differentiating instruction, planning with resource personnel, increasing student discussion.
Shanna McMurphy	Tara Palmer	The district based mentor is with EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, coaching, using student assessment to form groups, creating schedules, creating usable word walls, TIP requirements, providing resources.

Additional Requirements

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Coordination and Integration-Title I Schools Only

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

Title I, Part A	Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant	The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D	The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II	The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III	Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless	The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Career and Technical Education	The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.
Supplemental Academic Instruction (SAI)	SAI funds will be coordinated with Title 1 funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs	NA
Nutrition Programs	NA
Housing Programs	NA
Head Start	We utilize information from students in Head Start to transition into Kindergarten.
Adult Education	NA
Career and Technical Education	The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.

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Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title 1 regulations.
Other NA

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
 Donna Ippolito, Principal
 Kelly Morrison, Assistant Principal
 Sara Kincaid, Reading Resource
 Keri Bozeman, Reading Coach
 Penney Varnum, AIS
 Dulcie Citek-Gary, ESE Teacher
 Dr. Sheppard, Psychologist
 Julie Otte, Guidance Counselor
 Melanie Bolender, ELL Resource
 Kristy Fisher, Math Resource
 Marian Richardson, Gifted Teacher/Technology Support

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?

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
 The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to the student and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data

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.

Elementary Middle/High

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 tests	School Generated Excel Database	AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject specific assessments generated by the District-Level Subject Supervisors in Reading, Math, Writing, and Science. Hillsborough Writes, Math Form 1 and 2, End of Year Math and Science, Math and Science Formatives	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Mini assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers, PSLT
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Teacher/Reading PLC Facilitator
CELLA		ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Reading, writing, math and science will be monitored at all grade levels.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/ Subject Area Leaders
DRA-2	School Generated Excel Database	Individual Teacher, Reading Coach, Reading Resource Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

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 from adopted curriculum resource materials) Mini Assessments created through Achievement Series in Reading and Math	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	<i>Individual teacher data base</i> <i>PLC/Department data base</i>	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	EASI CTBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to

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align the efforts of other school teams that may be addressing similar identified issues.

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS. Grades 1 and 2 are serviced in reading 30 minutes 2 x per week during the school day. Grades 3, 4, and 5 are serviced in Reading and Math for 1 hour each 2x per week. Writing is serviced 1x per week to fourth graders outside of school hours.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our school, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Donna Ippolito, Principal
- Kelly Morrison, Assistant Principal
- Keri Bozeman, Reading Coach
- Sara Kincaid, Reading Resource Teacher
- Penny Varnum, Academic Intervention Specialist
- Louise Wardell, ESE Teacher
- Michelle Woods, Primary Teacher
- Becki Martin, Intermediate 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 goals and strategies identified 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

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

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

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

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

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

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***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](#).

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Reading PLC logs strategy are outlined on grade level/content area PLC action plans.

-Teachers use PLC logs of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.

-Social Studies PLC logs

Reading Coach teaching in gr 3 rooms to increase stamina. Gr 4 and 5 introduced stamina increasing lessons. Rd resource, ESE, ELL, Gifted personnel providing enrichment and remediation instruction to small groups.

-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.

-Administration and coach rotate through PLCs looking for complex text discussion.

-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.

1.1.

1.1.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).

Common Core Reading Strategy Across all Content Areas

Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.**

Action Steps

Who

- Principal
- AP
- Instruction Coaches
- Subject Area Leaders
- PLC facilitators of like grades and/or like courses

How

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal.

PLC Level

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

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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CCM results, fluency checks, running records (monthly)

- Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.
- Training all content area teachers

1.2.

- PLCs reflect on lesson outcomes and data used to drive future instruction.
- For each class/course, PLCs chart their overall progress towards the SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader shares SMART Goal data with the Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.

First 9 weeks Check

Fifty out of 62 3rd graders and 47 out of 47 5th graders were reading below grade level according to Running Records and DRAs.

Second 9 week Check

32 out of 62 3rd graders, 43 out of 53 4th graders, and 36 out of 47 5th graders were reading below grade level according to Running Records and DRAs. Reading Comprehension ranking from 144 schools being the top number on the FAIR AP 2 Burney grade 3 ranked 29, grade 4 ranked 96 and grade 5 ranked 76 from the bottom. On the District Form B FCAT Predictability Assessment out of a total 61 3rd graders, 0 ranked in high, 2 ranked moderate high, 35 ranked moderate low, and 24 ranked low. Out of 51 4th graders, 1 ranked high, 5 ranked moderately high, 35 ranked moderately low, and 10 ranked low. Out of 45 5th graders, 0 ranked high, 1 ranked moderately high, 32 ranked moderately low, and 12 ranked low.

3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks)

Reading Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 46% to 49%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

46%

49%

Common Core Reading Strategy Across all Content Areas

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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Monitoring Goals for this strategy are outlined on grade level/content area PLC action plans.

-Language Arts Logs

-Social Studies Logs

-Elective Logs

-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.

-PLCs receive feedback on their logs.

Administration shares the positive outcomes observed in PLC meetings on a monthly basis.

-Reading Coach observations and walk-throughs

-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.

-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.

Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation.**

Action Steps

Who

-Principal

AP

-Instruction Coaches

-Subject Area Leaders

-PLC facilitators of like grades and/or like courses

How

1.2.

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal

PLC Level

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

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

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

Leadership Team Level

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

-Data is used to drive teacher support and student supplemental instruction.

9 week checks

See 1.1

1.2.

3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks)

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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Teachers log for this strategy the following on a quarterly basis. PLC training for this strategy is being rolled out in 12-13.

-Language Arts area teachers

-Social Studies Logs

-Elective Logs

-PLCs turn their logs into administration and/or coach after a unit of instruction is complete.

-PLCs receive feedback on their logs.

Administration shares the positive outcomes observed in PLC meetings on a monthly basis.

-Reading Coach observations and walk-throughs

-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.

-Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.

1.3.

1.3.

- Common Core Reading Strategy Across all Content Areas

Teachers need to understand how to **design** and **deliver** a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text.

Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.**

Action Steps

1.3.

Who

-Principal

AP

-Instruction Coaches

-Subject Area Leaders

-PLC facilitators of like grades and/or like courses

How

1.3

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers maintain their assessments in the on-line grading system.

-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.

PLC Level

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

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

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

Leadership Team Level

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

-Data is used to drive teacher support and student supplemental instruction.

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20%
23%
2.3.
2.3.
2.3.
2.3

2.1. See Goals 1, 3, & 4

2.1.
2.1.

9 week check

See 1.1

1.3. 3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks)

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.

2.1.

Reading Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 20% to 23%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier
Strategy
Person or Position Responsible for Monitoring
Process Used to Determine Effectiveness of
Strategy

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PLC activities are recorded in the PLC Administration Plan. Do-Check-Act Unit of Instruction logs provide their discussion and way of work. Discussions are summarized on log.
PLC checks for standards for this year, but not for standards level/data analysis. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act model and log.
Administrators and coaches attend targeted PLC meetings
Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a monthly basis.

3.1.

3.1.

Strategy

Evaluation Tool

3. FCAT 2.0: Points for students making Learning Gains in reading.

Student achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:

1. What is it we expect them to learn?
2. How will we if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Actions/Details

Who

- Principal
- AP
- Instruction Coaches
- Subject Area Leaders
- PLC facilitators of like grades and/or like courses

How

School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.

3.1. 3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks)

Reading Goal #3:

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 68 points to 71 points.

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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- PLCs turn their logs into administration and/or coach after a unit of instruction is complete.
- PLCs receive feedback on their logs.
- Administrators attend targeted PLC meetings
- Progress of PLCs discussed at Leadership Team.
- Administration shares the positive outcomes observed in PLC meetings on a monthly basis.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

68
points
71
points

- 3.2.
- Teachers are at varying levels of using Differentiated Instruction strategies.
 - Teachers tend to give all students the same lesson, handouts, etc.

Strategy/Task

Student achievement improves when teachers use on-going student data to **differentiate instruction**.

Actions/Details

Within PLCs Before Instruction and During Instruction of New Content

In the classroom

PLCs After Instruction

- Teachers reflect and discuss the outcome of their DI lessons.
- Teachers use student data to identify successful DI techniques for future implementation.
- Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.

Who

- Principal
- AP
- Instruction Coaches
- Subject Area Leaders
- PLC facilitators of like grades and/or like courses

How

3.2. Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers maintain their assessments in the on-line grading system.
- Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.

PLC Level

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3.3.

- Scheduling time for the principal/AP to meet with the academic coach on a regular basis.
- Teachers willingness to accept support from the coach and/or follow-through with recommendations.

3.3.

3.3.

3.3.

3.3.

4.1.

- Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
- PLCs reflect on lesson outcomes and data used to drive future instruction.
- For each class/course, PLCs chart their overall progress towards the SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.

3.2.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.

Strategy Across all Content Areas

Strategy/Task

Student achievement improves through teachers' collaboration with the academic coach in all content areas.

Actions/Details

Academic Coach

- The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.
- The academic coach rotates through all subjects' PLCs to:
 - Facilitate lesson planning that embeds rigorous tasks
 - Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy
 - Facilitate the identification, selection, development of rigorous core curriculum common assessments
 - Facilitate core curriculum assessment data analysis
 - Facilitate the planning for interventions and the intentional grouping of the students.
- Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.

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71

Who
Administration

How

- Review of coach's log
 - Review of coach's log of support to targeted teachers.
 - Administrative walk-throughs of coaches working with teachers either in classrooms, PLC's or planning sessions.
- 4.1.
- Tracking of coach's participation in PLC's.
 - Tracking of coach's interactions with teachers in planning, co-teaching, modeling, de-briefing, professional development, and walk-throughs.
 - Administrator-Instructional Coach meetings to review logs and discuss action plan for coach the upcoming two weeks.
 - The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.
 - Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.

Leadership Team and Coach

- The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.
- Every two weeks, the academic coach meets with the principal/APC to:
 - Review log and work accomplished and
 - Develop a detailed plan of action for the next two weeks.

4.1.3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks)

Reading Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 71 points to 74 points.

4.2

4.2

- The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.
- Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.
- Minimal communication between regular and ELP teachers.

4.2. Strategy

Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.

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4.3

4.2.

Who

Administrators

4.3.

How Monitored

Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.

4.2. Supplemental data shared with leadership and classroom teachers who have students.

4.2.

Curriculum Based measurement CBM from District Problem Solving Facilitators

Action Steps

-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.

-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.

-Students attend ELP sessions.

-Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.

-When the students have mastered the specific skill, they are exited from the ELP program.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

2011-2012

2012-2013

2013-2014

2014-2015

2015-2016

2016-2017

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Reading Goal #5:

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5A.1.

White:

Black:

Hispanic:

Asian:

American Indian:

5A.2.

5A.2

5A.2

5A.2

5A.1. See Goals 1, 3, & 4

5A.1.

5A.1.

5A.1.

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5A:

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 53%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

White: 50%

Black: 42%

Hispanic: 50%

Asian:

American Indian:

White: 53%

Black: 45%

Hispanic: 53%

Asian:

American Indian:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

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5B.1. Percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 45% to 48%.

5B.2.
5B.3.
~~5B.4.~~
5B.5.

See Goals 1, 3, 4

5B.1.
5B.1.
5B.1.

Process Used to Determine Effectiveness of
Strategy
Evaluation Tool

5B. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5B:

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

45%
48%

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

5C.1

- Improving the proficiency of ELL students in our student is of high priority.
- The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school’s ERT.
- Teachers implementation of CALLA is not consistent across core courses.
- ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.
- Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.

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-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.

5C.1

ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science.

Action Steps

- ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.
- ERT models lessons using CALLA.
- ERT observes content area teachers using CALLA and provides feedback, coaching and support.
- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.
- Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.
- Core content teachers administer and analyze ELLs performance on assessments.
- Teachers aggregate data to determine the performance of ELLs compared to the whole group.

5C.1

Who

- School based Administrators
- District Resource Teachers
- ESOL Resource Teachers

How

- Administrative and ERT walk-throughs using the walkthrough form from:
The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.

5C.1

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.

PLC Level

- Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.
- PLCs reflect on lesson outcomes and data used to drive future instruction.
- ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.
- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.
- ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

5C.1

- FAIR
- CELLA

During the Grading Period

- Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

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5C.2.

5C.2.

Reading Goal #5C:

The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 25% to 28%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

25%

28%

- Improving the proficiency of ELL students in our school is of high priority.
- The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.
- Teachers implementation of A+ Rise is not consistent across core courses.
- Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.

ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.

Action Steps

- ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at <http://arises2s.com/s2s/> into core content lessons.
- ERT models lessons using A+ Rise Strategies for ELLs.
- ERT observes content area teachers using A+Rise and provides feedback, coaching and support.
- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.

Who

- School based Administrators
- District Resource Teachers
- ESOL Resource Teachers

How

- Administrative and ERT walk-throughs using the CRISS walkthrough form
- 5C.2

Teacher Level

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ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.

PLC Level

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

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

-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.

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

Leadership Team Level

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

-Data is used to drive teacher support and student supplemental instruction.

-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

5C.2

5C.1

-FAIR

-CELLA

During the Grading Period

-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

5C.3

-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.

-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.

-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.

-Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.

5C.3

ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies:

1. Extended time (lesson and assessments)

2. Small group testing

3. Para support (lesson and assessments)

4. Use of heritage language dictionary (lesson and assessments)

5C.3

Who

-School based Administrators

-ESOL Resource Teachers

How

-Administrative and

5C.3

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Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.

5C.3

- During the Grading Period

-Core curriculum end of core common unit/ segment tests

5C.4

-Improving the proficiency of ELL students in our school is of high priority.

-Teachers need support in drilling down their core assessments to the ELL level.

5C.4

ELLs (LYA,LYB,&LYC) comprehension of course content and standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students.

Action Steps

-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+Rise) in the areas of listening/speaking, reading and writing.

-Teachers use time in PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL DI binders (provided by the ELL Dept.) in Lang. Arts, Math, Science and Social Studies.

-PLCs generate SMART goals for ELL students for upcoming units of instruction.

-PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and DI strategies based on ELL needs in areas of listening/speaking, reading and writing.

-PLCs/teachers plan for accommodations for core curriculum content and assessment.

-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data

-Based on the data, PLCs/teachers plan interventions for targeted ELL students using resources from CALLA, A+ Rise, and DI binders.

5C.4

Who

-School based Administrators

-ESOL Resource Teachers

-PLC Facilitators

How

PLC logs (with specific ELL information) for like courses/grades.

5C.4

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.

PLC Level

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

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

-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.

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

Leadership Team Level

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

-Data is used to drive teacher support and student supplemental instruction.

-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

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5D.1 Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.

Who
Principal, Assistant Principal
ESE Specialist

How
IEP progress reports reviewed by Principal and AP

5D.1.

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers use data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.

PLC Level

- Using the individual teacher data, PLC's calculate the SWD SMART Goal data across classes.
- PLC's reflect on lesson outcomes and data used to drive future instruction.
- For each class, PLC's chart their overall progress towards the SMART Goal.

Leadership Team Level

- PLC facilitator, Subject area Leaders, and Resource Teachers share SMART Goal data with the PSLT.
- Data is used to drive teacher support and student Supplemental instruction.

5D.1.

FAIR

During the Grading Period

Core Curriculum end of core common unit/segment tests with data aggregated for SWD performance.

5C.4

- FAIR
- CELLA

During the Grading Period

- Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

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

Strategy

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

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

Reading Goal #5D:

The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 16% to 19%.

-

Improving the proficiency of SWD in our school is of high priority.

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- Teachers need support in drilling down their core assessments to the SWD level.
- General educational teacher and ESE teacher need consistent, on-going co-planning time.

5D.2. Strategy/Task

SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.

Actions

Plan

For an upcoming unit of instruction determine the following:

- What do we want our SWD to learn by the end of the unit?
- What are standards that our SWD need to learn?
- How will we assess these skills/standards for our SWD?
- What does mastery look like?
- What is the SMART goal for this unit of instruction for our SWD?

Plan for the "Do"

What do teachers need to do in order to meet the SWD SMART goal?

- What resources do we need?
- How will the lessons be designed to maximize the learning of SWD?
- What checks-for-understanding will we implement for our SWD?
- What teaching strategies/best practices will we use to help SWD learn?
- Specifically how will we implement the _____ strategy during the lesson?
- What are teachers going to do during the lesson for SWD?
- What are SWD going to do during the lesson to maximize learning?

Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit.

For lessons that have already been taught within the unit of instruction, teachers **reflect** and discuss one or more of the following regarding their SWD:

- What worked within the lesson? How do we know it was successful? Why was it successful?
- What didn't work within the lesson? Why? What are we going to do next?
- For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?
- For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?
- What were the outcomes of the checks for understanding? And/or analysis of student performance?
- How do we take what we have learned and apply it to future lessons?

Reflect/Check – Analyze Data

Discuss one or more of the following:

- What is the SWD data?
- What is the data telling us as individual teachers?
- What is the data telling us as a grade level/PLC/department?
- What are SWD not learning? Why is this occurring?
- Which SWD are learning?

Act on the Data

After data analysis, develop a plan to act on the data.

- What are we going to do about SWD not learning?

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How we will know that our re-teaching/interventions are working?

5D.3.

SWD

Administrators

PLC Facilitators

How

PLC logs (with specific SWD information) for like classes/grades.

5D.2.

Teacher Level

Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.

PLC Level

-Using the individual teacher data, PLC's calculate the SWD SMART Goal data across classes.

-PLC's reflect on lesson outcomes and data used to drive future instruction.

-For each class, PLC's chart their overall progress towards the SMART Goal.

Leadership Team Level

-PLC facilitator, Subject area Leaders, and Resource Teachers share SMART Goal data with the PSLT.

-Data is used to drive teacher support and student Supplemental instruction.

5D.2.

FAIR

During the Grading Period

Core Curriculum end of core common unit/segment tests with data aggregated for SWD performance.

-What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)?

-How are we going to re-teach the skill differently?

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
Differentiated Instruction	K-5	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders
The 3 S's of Complex Text: Selecting /Identifying	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional	8-15-2012, 9-4-2012, 9-6-2012, 9-7-2012,9-10-2012,	Classroom walkthroughs	Administration Team Instructional Coaches

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Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)				Development and on-going PLCs	9-11-2012 On-going		Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs		9-4-2012, 9-6-2012, 9-7-2012, 9-10-2012, 9-11-2012 On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades K-5	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs		On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
IEP Training	K-5	ESE Teachers	ESE Teachers General Ed Teachers PLCs		On-going	Case Manager	ESE Specialist
SWD Co-Teaching	K-5	DRT	ESE Teachers General Ed Teachers PLCs		9-24-2012, 10-22-2012 On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs		On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

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- Add PLCs to the end of each grade's strategy walk-through grade level. Use Instructional Back Channel to track progress of strategy implementation
- PLCs receive feedback on their logs.

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

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

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).

1.1

- Lack of infrastructure to support technology
- Lack of technology hardware
- Teachers at varying understanding of the intent of the CCSS

1.1

Strategy

Students' math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.

Action Steps

- PLCs use their core curriculum information to learn more about hands-on and technology activities.

1.1

Who

- Principal
- Technology Specialist
- Math Coach
- Math Resource Teacher

How Monitored

- Classroom walk-throughs observing this strategy.

1.1

PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.

PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.

1.1

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1.3.

1.2.

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)

Mathematics Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 54% to 57%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

54%

57%

- Teachers are at varying skill levels with higher order questioning techniques.
- PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.
- Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.

1.2

Strategy/Task

Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student **Actions/Details**

Within PLCs

- Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.
- Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.
- Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.
- After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking.
- Use student data to identify successful higher order questioning techniques for future implementation.

In the classroom

During the lessons, teachers:

- Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.
- Wait for full attention from the class before asking questions.
- Provide students with wait time.
- Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.
- Allow students to "unpack their thinking" by describing how they arrive at an answer.
- Encourage discussion by using open-ended questions.
- Ask questions with multiple correct answers or multiple approaches.

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-Admins will be on the ground coaching, data walk-throughs, and individual teacher coaching to assist in the implementation of strategies. This teacher data/charts guides the leadership's team professional development (PLC) work back individually and whole faculty).
New Strategies added on Feb.18. Math resource teacher co-teaching in grade 3 rooms. Resource teacher reviewing data and planning with grades 3, 4, and 5 on needed skills.
On-going

Second 9 week Check

Chapter and Unit tests indicated that 3 out of 62 3rd graders were below level, 0 out of 53 4th graders were below grade level and 6 out of 47 5th graders were below grade level. On the District Form 2 or B Assessment 36.67% of 3rd graders were proficient, 38% of 4th graders and 56.25% of 5th graders were proficient in math. Performance ranking out of 144 schools on the Mid Year Math Assessment grade 3 ranked 45, grade 4 ranked 97 and grade 5 ranked 112 from the bottom.

- Scaffold questions to help students with incorrect answers.
- Engage all students in the discussion and ensure that all voices are heard.

During the lessons, students:

- Have opportunities to formulate many of the high-level questions based on the text/content.
- Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).

School Leadership

- The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.

Who

- Principal
- Math DH/SAL
- Technology Specialist
- Math Coach
- Math Resource Teacher

How Monitored

- Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency 1.1
PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.

PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.
1.1

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

- Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)

Evaluation Tool

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

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1.2.

Strategy
Person or Position Responsible for Monitoring

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.

2.1.

2.1.

See Goals 1, 3 & 4

2.1.

2.1.

2.1.

Mathematics Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 27% to 30%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

27%

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

30%

2.2.

2.2.

2.2.

2.2.

2.2.

2.3

2.3

2.3

2.3

2.3

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

3. FCAT 2.0: Points for students making learning gains in mathematics.

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

PLC's structure and agenda to Plan-Do-Check-Act. PLCs use "Unit of Instruction" logs to guide discussion and way of work. Discussions are summarized on log.
PLC's use backwards design to create unit and data analysis discussions to reflect their planning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act model.
1. Administrators and Resource Teacher attend targeted PLC meetings
2. Progress of PLCs discussed at Leadership Team
3. Administration shares the data of PLC visits with staff on a monthly basis.

3.1.

3.1.

Strategy

Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:

1. What is it we expect them to learn?
2. How will we know if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Actions/Details

-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.

Who

- Principal
- AP
- Resource Teacher
- PLC facilitators of like grades

How

School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, resource teacher, and/or leadership team.

2x per year

District Baseline and Mid-Year Testing

During the Grading Period

Common assessments (pre, post, mid, section, end of unit)

Mathematics Goal #3:

Points earned from students making learning gains on the 2013 FCAT Math will increase from 66 points to 69 points.

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

3.1. During the school year, PLCs are made by grade level. PLCs are using technology to create PLCs for differentiated instruction when groupings are used for the delivery of new content in upcoming lessons.

3.1.

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

66 points

69 points

3.2.

- Teachers are at varying levels of using Differentiated Instruction strategies.
- Teachers tend to give all students the same lesson, handouts, etc.

Strategy/Task

Students' math achievement improves when teachers use on-going student data to differentiate instruction.

Actions/Details

Within PLCs Before Instruction and During Instruction of New Content

In the classroom

PLCs After Instruction

- Teachers reflect and discuss the outcome of their DI lessons.
- Use student data to identify successful DI techniques for future implementation.
- Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.

Who

- Principal
- AP
- Resource Teacher
-
- PLC facilitators of like grades

3.2. Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers maintain their assessments in the on-line grading system.
- Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.

PLC Level

- Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
- PLCs reflect on lesson outcomes and data used to drive future instruction.
- For each class/course, PLCs chart their overall progress towards the SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.

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3.3.

Scheduling time for the principal/AP to meet with the academic resource teacher on a regular basis.

Teachers willingness to accept support from the math resource teacher.

3.3.

3.3.

4.1.

3.2.2x per year

District Baseline and Mid-Year Testing

During the Grading Period

Common assessments (pre, post, mid, section, end of unit)

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

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

Strategy Across all Content Areas

Strategy/Task

Students’ math achievement improves through teachers’ collaboration with the academic resource teacher in all content areas.

Actions/Details

Math Resource teacher

-The academic resource teacher and administration conducts one-on-one data chats with individual teachers using the teacher’s student past and/or present data.

-The academic resource teacher rotates through all grade level PLCs to:

--Facilitate lesson planning that embeds rigorous tasks

--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb’s Depth of Knowledge question hierarchy

--Facilitate the identification, selection, development of rigorous core curriculum common assessments,

--Facilitate core curriculum assessment data analysis

--Facilitate the planning for interventions and the intentional grouping of the students

-Using walk-through data, the academic resource teacher and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.

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4.3.

Who

Administration

How

- Review of resource teacher's log
- Review of resource teacher's log of support to targeted teachers.
- Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)

4.1.

- Tracking of resource teacher's participation in PLCs.
- Tracking of resource teachers's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs.
- Administrator-Instructional resource teacher meetings to review log and discuss action plan for resource teacher for the upcoming two weeks.

4.1.

- The academic resource teacher trains each grade level PLC on how to facilitate their own PLC using structured protocols.
- Throughout the school year, the academic resource teacher/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.

Leadership Team and Math Resource Teacher

- The academic resource teacher meets with the principal/AP to map out a high-level summary plan of action for the school year.
- Every two weeks, the academic resource teacher meets with the principal/AP to:
 - Review log and work accomplished and
 - Develop a detailed plan of action for the next two weeks.

2x per year

District Baseline and Mid-Year Testing

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit)

Mathematics Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 48 points to 51 points.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

48 points

51 points

4.2

4.2

- The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.
- Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.

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

4.3.
4.3.
4.3.
4.3.

-Minimal communication between regular and ELP teachers.

4.2

Strategy

Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level.

Action Steps

- Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.
- ELP teachers identify lessons for students that target specific skills that are not at the mastery level.
- Students attend ELP sessions.
- Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.
- When the students have mastered the specific skill, they are exited from the ELP program.

4.2

Who

Administrators

How Monitored

Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.

4.2

Supplemental data shared with leadership and classroom teachers who have students.

Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

2011-2012
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Math Goal #5:

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White: 50%

Black: 46%

Hispanic: 64%

Asian:

American Indian:

White: 53%

Black: 49%

Hispanic: 67%

Asian:

American Indian:

See goals 1, 3 & 4

5A.1.

5A.1.

5A.1.

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics

Math Goal #5A:

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 50% to 53%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.

5B.1.

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The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA in Math will increase from 51% to 54%.
5B.1.

See Goals 1, 3, and 4

5B.1.

5B.1.

5B.1.

Mathematics Goal #5B:

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

51%

54%

5B.1.

5B.1.

5B.1.

5B.1.

5B.1.

5B.3.

5B.3.

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-Based on data math teachers differentiate instruction to remediate/enhance instruction.

5B.3.
5B.3.
5B.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:
Anticipated Barrier

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

5C.1

- Improving the proficiency of ELL students in our student is of high priority.
- The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school’s ERT.
- Math teachers implementation of CALLA is not consistent across math courses.
- ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.
- Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.

5C.1

ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math.

Action Steps

- ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons.
- ERT models lessons using CALLA.
- ERT observes content area teachers using CALLA and provides feedback, coaching and support.
- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.
- Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.
- Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.

5C.1

Who

- School based Administrators
- District Resource Teachers
- ESOL Resource Teachers

How

- Administrative and ERT walk-throughs using the walkthrough form from:
The CALLA Handbook, p. 101, Table 5.4 “Checklist for Evaluating CALLA Instruction

5C.1

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5C.2.

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.

PLC Level

- Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.
- PLCs reflect on lesson outcomes and data used to drive future instruction.
- ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.
- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.
- ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

5C.1

2x per year

District Baseline and Mid-Year Testing

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit)

Mathematics Goal #5C:

The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 59% to 62%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

59%

62%

- Improving the proficiency of ELL students in our student is of high priority.
- The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.
- Math teachers implementation of A+ Rise is not consistent across core courses.
- Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.

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5C.2.

ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.

Action Steps

- ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at <http://arises2s.com/s2s/> into math lessons.
- ERT models lessons using A+ Rise Strategies for ELLs.
- ERT observes content area teachers using A+Rise and provides feedback, coaching and support.
- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise Strategies for ELLs

5C.2

Who

- School based Administrators
- District Resource Teachers
- ESOL Resource Teachers

How

- Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.

5C.2

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.

PLC Level

- Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.
- PLCs reflect on lesson outcomes and data used to drive future instruction.
- ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.
- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.
- ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

5C.2.2x per year

District Baseline and Mid-Year Testing

During the Grading Period

- Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

5C.3

- Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.
- Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.
- Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.
- Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.

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Analysis of the data from the walk-throughs, look-alikes, Coombs, and ELL testing results of accommodations and modification tools determine the Rtl Handbook and ELL Checklist and ESOL Strategies Checklist can be used as walk-through forms

5C.3

5C.3

ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments in math:

-Extended time (lesson and assessments)

-Small group testing

-Para support (lesson and assessments)

-Use of heritage language dictionary (lesson and assessments)

5C.3

Who

-School based Administrators

-ESOL Resource Teachers

How

-Administrative and

5C.3

5C.3.2x per year

District Baseline and Mid-Year Testing

During the Grading Period

-Core curriculum end of core common unit/ segment tests

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:

5C.4

-Improving the proficiency of ELL students in our school is of high priority.

-Teachers need support in drilling down their core assessments to the ELL level.

5C.4

ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in math through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students.

Action Steps

-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in order to integrate them into the math lessons.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in math.

-PLCs generate SMART goals for ELL students for upcoming units of instruction.

-PLCs/teachers plan for upcoming lessons/units using targeted CALLA, A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs.

-PLCs math teachers plan for accommodations for core curriculum content and assessment.

-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.

-Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.

5C.4

Who

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- School based Administrators
- ESOL Resource Teachers
- PLC Facilitators

How

PLC logs (with specific ELL information) for like courses/grades.

5C.4

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
- Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.

PLC Level

- Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.
- PLCs reflect on lesson outcomes and data used to drive future instruction.
- ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.
- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.

Leadership Team Level

- PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
- Data is used to drive teacher support and student supplemental instruction.
- ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

5C.4

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

- Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
- 5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.**

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IEP Programs to be implemented by PLCs work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.
-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.

5D.1.

Strategy

SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.
-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.

Who

Principal, Site Administrator, Assistance Principal

How

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.

PLC Level

-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
-For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.

Leadership Team Level

-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction.

5D.1

2x per year

District Baseline and Mid-Year Testing

During the Grading Period

Common assessments (pre, post, mid, section, end of unit)

Mathematics Goal #5D:

The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 21% to 24%.

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5D.3.

5D.2.

5D.2.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

21%

24%

-

Improving the proficiency of SWD in our school is of high priority.

-Teachers need support in drilling down their core assessments to the SWD level.

-General educational teacher and ESE teacher need consistent, on-going co-planning time.

-What is the data **Strategy/Task**

SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.

Actions

Plan

For an upcoming unit of instruction determine the following:

-What do we want our SWD to learn by the end of the unit?

-What are standards that our SWD need to learn?

-How will we assess these skills/standards for our SWD?

-What does mastery look like?

-What is the SMART goal for this unit of instruction for our SWD?

Plan for the "Do"

What do teachers need to do in order to meet the SWD SMART goal?

-What resources do we need?

-How will the lessons be designed to maximize the learning of SWD?

-What checks-for-understanding will we implement for our SWD?

-What teaching strategies/best practices will we use to help SWD learn?

-Specifically how will we implement the _____ strategy during the lesson?

-What are teachers going to do during the lesson for SWD?

-What are SWD student going to do during the lesson to maximize learning?

Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit.

For lessons that have already been taught within the unit of instruction, teachers **reflect** and discuss one or more of the following regarding their SWD:

-What worked within the lesson? How do we know it was successful? Why was it successful?

-What didn't work within the lesson? Why? What are we going to do next?

-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?

-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?

-What were the outcomes of the checks for understanding? And/or analysis of student performance?

-How do we take what we have learned and apply it to future lessons?

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PLC logs will include what administrators log after observations are working. This provides feedback

5D.1 Administrators attended targeted PLC meetings

-Progress of PLCs discussed at Leadership Team

5D.3

Reflect/Check – Analyze Data

Discuss one or more of the following:

-What is the SWD data?

-What is the data telling us as individual teachers?

telling us as a grade level/PLC/department?

-What are SWD not learning? Why is this occurring?

-Which SWD are learning?

Act on the Data

After data analysis, develop a plan to act on the data.

-What are we going to do about SWD not learning?

-What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)?

-How are we going to re-teach the skill differently?

Who

-Principal

-AP

-Instruction Coaches

-Subject Area Leaders

-PLC facilitators of like grades and/or like courses

How

School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.

5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.

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

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Enter narrative for the goal in this box.

NA

1.3.
1.3.
1.3.
1.2.

1.1.
1.1.
1.1.
1.1.

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

Alg1. Students scoring proficient in Algebra (Levels 3-5).

Algebra Goal #1:

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

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

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

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.

2.1.

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Enter narrative for the goal in this box.

2.1.
2.1.
2.1.
2.1.

Algebra Goal #2:

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

2.2.

2.2.

2.2.
2.2.
2.2.

2.3

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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
Differentiated Instruction	K-5	-Math Resource Teacher	Grade level and subject area-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester data	K-5	-Math Resource Teacher	Grade level and subject area specific PLCs	After the administration of the test	PLC logs	AP
IEP Training	K-5	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	K-5	DRT	ESE Teachers General Ed Teachers PLCs	9-24-2012, 10-22-2012 On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	K-5	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Mathematics Goals

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

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

1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.

1.1

- Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.
- Lack of common planning time to facilitate and hold PLCs for like content.

Student lack of background knowledge and vocabulary

1.1

Strategy

Students’ science skills will improve through participation in the 5E instructional model and use of the 5 Day Vocabulary Model

Action Steps

- Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs.
- PLCs write SMART goals based for units of instruction.
- As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons.
- PLC teachers instruct students using the 5E Instructional Model.
- At the end of the unit, teachers give a common assessment identified from the core curriculum material.
- Teachers bring assessment data back to the PLCs.
- Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.
- Teachers will teach vocabulary through the 5 Day Vocabulary Model.

1.1

Who

Principal
AP
Science SAL

How Monitored

- Classroom walk-throughs observing this strategy.

1.1

Teacher Level

- Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

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1.2.

PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.

-Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal.

PLC Level

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

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

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

Leadership Team Level

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

-Data is used to drive teacher support and student supplemental instruction.

1.1

2x per year

District-level baseline and mid-year tests

Vocabulary assessment every 9-week period.

During the Grading Period

-Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)

Science Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 34% to 37%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

34%

37%

Strategy

Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:

1. What is it we expect them to learn?
2. How will we know if they have learned it?
3. How will we respond if they don’t learn?

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PLC logs adjusted and plan based on checks provided through data, PLC collaboration, and student data.

Administrators attended targeted PLC meetings

Progress of PLCs discussed at Leadership Team

-Administration shares the data of PLC visits with staff on a monthly basis.

4. How will we respond if they already know it?

Actions/Details

Within PLCs:

-PLCs will use a PLC log to monitor the following:

--Guide their Plan-Do-Check-Act conversations and way of work.

--Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 2 times per month for curriculum planning, reflection, and data analysis.)

-Working with the core curriculum, within grade level PLCs teachers will:

--Unpack the benchmark and identify what students need to understand, know, and do.

--Plan for checks for understanding during the unit.

--Plan for the End-of-Unit Assessment

--Plan upcoming lessons/units using the 5E Instructional Model.

--Reflect on the outcome of lessons taught

--Analyze checks for understanding and core curriculum assessments.

--Act on the core curriculum data by planning interventions for the whole class or small group.

-PLCs will generate SMART goals for upcoming units of instruction.

-PLCs will report SMART goal data through their logs.

As a Science Department

-PLC, share action plan successes and challenges of the grade levels courses.

-Principal

-AP

-Subject Area Leaders

-PLC facilitators of like grades and/or like content

How

School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, SAL, and/or leadership team.

First 9 week check

Continuing to collect data

On the Form B/2 District Science Assessment out of 144 schools Burney grade 5 students ranked 4 from the bottom.

Second 9 week check

On the Form 2 District Science Assessment 12.50% scored proficient. On the Form B/2 District Science Assessment out off 144 schools Burney 5th grade ranked 11 from the bottom.

1.2.2x per year

District Baseline and Mid-Year Testing

During the Grading Period

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-Data is used to drive teaching and learning, and to inform instructional, scientific and laboratory technology
Common assessments (pre, post, mid, section, end of unit)

1.3

1.3

-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology

1.3

Strategy

Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, scientific processes, laboratory experiences, and uses of technology

Action Steps

-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.

-Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the 5E Instructional Model.

-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.

-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.

-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.

-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.

-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).

1.3

Who

Principal

APC

Science Contact

How Monitored

-Classroom walk-throughs observing this strategy.

1.3

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.

PLC Level

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

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

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

Leadership Team Level

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

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

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

-Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide

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

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.

2.1

-Not all teachers have received the CCLS for Science overview.

-Not all teachers understand how to integrate close reading with the 5E instructional model.

2.1

Strategy

Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the close reading model (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 3 times per nine weeks.

Action Steps

Professional Development

-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.

-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.

-Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.

In PLCs/Department

-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.

-PLCs review Close Reading Selections to determine word count and high-Lexile.

-PLCs assign appropriate NGSSS benchmark to Close Reading passage

-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous

- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.

During the lessons, teachers:

-Guide students through text without reading or explaining the meaning of the text using the following:

--Introducing critical vocabulary to ensure comprehension of text.

--Stating an essential question prior to reading

--Using questions to check for understanding.

--Using question to engage students in discussion.

--Requiring oral and written responses to text.

-Ask text-based questions that require close reading of the text and multiple reads of the text.

During the lessons, students:

-Grapple with complex text.

-Re-read for a second purpose and to increase comprehension.

-Engage in discussion to answer essential question using textual evidence.

-Write in response to essential question using textual evidence.

New strategies added February 18. DRT plans every Monday with School resource teacher and grade 5 science teacher. DTR, school resource and gr 5 teacher co-teach each Monday to remediate learning gaps. Gr 5 teacher and school based resource teacher remediate and reinforce Tuesday through Friday.

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2.1

Who

Principal

AP

Science Contact Reading Coach

Reading Leadership Team

How Monitored

Administration,

SAL walk-throughs

-PLC logs turned into administration.

-Administration provides feedback.

Science PLC Resource meetings

Reading Leadership Team

PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.

2.1.2x per year

District-level baseline and mid-year tests

During the Grading Period

-Unit assessments

Science Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 8%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

5%

8%

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2.3.
2.3.
2.3.
2.3.
2.3.

Science Professional Development

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

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

PD Content /Topic
and/or PLC Focus

Grade Level/Subject

PD Facilitator
and/or

PLC Leader
PD Participants

(e.g. , PLC, subject, grade level, or school-wide)

Target Dates and Schedules

(e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)

Grades K-5

Science SAL

Grade levels and content-specific PLCs

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Close Reading

On-going in science PLCs 2 times per month

Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.

Administration Team

Inquiry and the 5E Instructional Model

Grades K-5

Science SAL

Grade levels and content-specific PLCs

On-going in science PLCs 2 times per month

Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.

Administration Team

Grades K-5

Reading Coach

Science SAL

Reading Leadership Team

Grade level PLCs and content-specific PLCs

One PLC meeting per month

Reading Coach walk-throughs

Administration Team & Reading Coach

End of Science Goals

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

Writing/Language Arts Goals

Writing/Language Arts Goals Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

1. Students scoring at Achievement Level 3.0 or higher in writing.

- Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.
- Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.
- All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.

Strategy

Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.

Action Steps

-Based on baseline data, PLCs write SMART goals for each Grading Period.

Plan:

- Professional Development for updated rubric courses
- Professional Development for instructional delivery of mode-specific writing
- Training to facilitate data-driven PLCs
- Using data to identify trends and drive instruction
- Lesson planning based on the needs of students

Do:

- Daily/ongoing models and application of appropriate mode-specific writing based on teaching points
- Daily/ongoing conferencing

Check:

- Review of daily drafts and scoring monthly demand writes
- PLC discussions and analysis of student writing to determine trends and needs

Act:

- Receive additional professional development in areas of need
- Seek additional professional knowledge through book studies/research
- Spread the use of effective practices across the school based on evidence shown in the best practice of others
- Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.

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-Plan ongoing monitoring of the solution(s)

Who

Principal

AP

SAL

District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)

How Monitored

-PLC logs

-Classroom walk-throughs

Observation Form

-Conferencing while writing walk-through tool (for coaches)

See “Check” & “Act” action steps in the strategies column

First 9 week Check

55% of the 4th graders scored a 3 or higher and 12% scored a 4 or higher.

Second 9 week check

67% scored a 3 or higher and 30% scored a 4 or higher on district assessment.

-Student monthly demand writes/formative assessments

-Student daily drafts

-Student revisions

-Student portfolios

Writing/LA Goal #1:

The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 88% to 91%.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

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PLC's are trained against PLC administration Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log.
-PLC's are given feedback for this log by a combined data grade level discussion on a Do-Check-Act plan.
-Administrators and log attend targeted PLC meetings
New grades added in January. Student HiB District and visiting resource teachers work with students and teachers on mode. School based resource teacher works with teachers and students through conferencing and mini lessons.
Administration shares the data of PLC visits with staff on a monthly basis.

1.2 Strategy

1.
88%
91%

Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:

1. What is it we expect them to learn?
2. How will we know if they have learned it?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Actions/Details

1.2

Who

- Principal
- AP
- Instruction Coaches
- Subject Area Contact
- PLC facilitators of like grades and/or like content

How

1.2

School has a system for PLC's to record and report during the grading period SMART goal outcomes to administration, SAL and leadership teams.

During the Grading Period

Common assessments (pre, post, mid, section, end of unit)

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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
Writing Holistic Scoring Training (Moodle)	K-5	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal APC SAL PLC Facilitators
Mode-based Writing Training	K-5	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators

End of Writing Goals

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Instructional Planning Tool
Ed Connect

Attendance Goal(s)

Attendance Goal(s) Problem-solving Process to Increase Attendance

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:

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

1. Attendance

1.1

-Attendance committee needs to meet on a regular basis throughout the school year.
-Need support in building and maintain the student database.

1.1

Tier 1

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

1.1

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

1.1

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

1.1

Attendance Goal #1:

1. The attendance rate will increase from 95.5% in 2011-2012 to 96% in 2012-2013.

2. The attendance rate will increase from 95.5% in 2011-2012 to 96% in 2012-2013.

The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10%

3. The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.

2012 Current Attendance Rate:*

2013 Expected Attendance Rate:*

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Edline reports to evaluate teachers adherence to policy

1.2.Edline Reports

95.5%

96%

2012 Current Number of Students with Excessive Absences
(10 or more)

2013 Expected Number of Students with Excessive Absences
(10 or more)

99

89

2012 Current Number of Students with Excessive Tardies (10 or more)

2013 Expected Number of
Students with Excessive Tardies
(10 or more)

98

88

1.2

-

1.3

1.2

Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis.

1.2

Tier 1

All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.

1.2

Assistant Principal/ Guidance, Social Worker and DP will monitor Edline

1.2.. Principal will use

1.3

There is no system to reinforce parents for facilitating improvement in attendance.

1.3 **Tier 2**

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Edline

1.3. The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the “Tier 2” group along with the guidance counselor and maintain communication about these children.

1.3. Instructional Planning tool for tardy and Attendance data

Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student’s attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child’s attendance.

1.3

Social Worker

Guidance Counselor

PSLT

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

K-5

AP

School-wide

September and then as needed basis

Random check of EdLine postings

AP

End of Attendance Goals

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. Suspension</p>	<p>1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.</p>	<p>1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>1.1 -PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions,</p>	<p>UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>

<u>Suspension Goal #1:</u>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>
The total number of In-		

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School Suspensions will decrease by 10%.							
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	44	30					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	22	15					
	1.2. 1.3.	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Character Education	K-5	Guidance Counselor	School-wide	On-going	Administration, psychologist and guidance walk-throughs	Administration, psychologist and guidance
CHAMPS	K-5	District	Struggling and/or teachers	On-going	Administration, EET peers and mentors and guidance walk-throughs	Administration and guidance
Bullying	K-5	District, Guidance	School-wide	9-25-2012 On-going	Administration, Guidance lessons and walk-throughs, Bullying Reports	Administration, guidance

End of Suspension Goals

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Enter narrative for the goal in this box.

NA

1.1.

1.1.

1.1.

1.1.

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

1. Dropout Prevention

Dropout Prevention Goal #1:

**Please refer to the percentage of students who dropped out during the 2011-2012 school year.*

2012 Current Dropout Rate:*

2013 Expected Dropout Rate:*

2012 Current Graduation Rate:*

2013 Expected Graduation Rate:*

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

- 1.3.
- 1.3.
- 1.3.
- 1.3.
- 1.3.

Dropout Prevention Professional Development

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

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

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

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1.3.

1.3.

1.3.

1.3.

1.3.

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

1. Parent Involvement

Parent Involvement Goal #1:

See

Title 1 Parent Involvement Plan

2012 Current level of Parent Involvement:*

2013 Expected level of Parent Involvement:*

**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
Person or Position Responsible for Monitoring

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

Enter narrative for the goal in this box.

2.1.
2.1.
2.1.
2.1.
2.1.

Process Used to Determine Effectiveness of
Strategy
Evaluation Tool

2. Parent Involvement

Parent Involvement Goal #2:

2012 Current level of Parent Involvement:*

2013 Expected level of Parent Involvement:*

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
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End of Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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

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

Based on the analysis of school data, identify and define
areas in need of improvement:
Anticipated Barrier
Strategy
Person or Position Responsible for Monitoring
Process Used to Determine Effectiveness of
Strategy
Evaluation Tool

1. Health and Fitness Goal

1. Students participate in two 30 minute blocks per week.

1. Elementary School students will engage in the equivalent of 2 class periods per week of physical education each year in grades 1 through 5

Principal

AP

PE Teacher

1. Classroom walk-through

1.1. Checking student schedules

Health and Fitness Goal #1:

During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 40% on the Pretest to 50% on the Posttest.

2012 Current Level :*

2013 Expected Level :*

40%

50%

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

Classroom walk-throughs
 3.3 Two Physical Education classes in the FITNESSGRAM PACER for physical education and health.
 3. Physical Education Teacher

2. Health and physical activity initiatives developed and implemented by the Principal's designee.
2. Principal's designee.
2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)

Classroom walk-throughs

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
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Continuous Improvement Goal(s)

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

Additional Goal(s)

Problem-Solving Process to Increase Student Achievement

Based on the analysis of school data, identify and define areas in need of improvement:
 Anticipated Barrier
 Strategy
 Person or Position Responsible for Monitoring
 Process Used to Determine Effectiveness of Strategy

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

The percentage of teachers that strongly agree with the indicators, "There is appropriate support for the English Language Learners at this school will increase from 42.9% to 44.9%."
Evaluation Tool

1. Continuous Improvement Goal

1.1

-ELL staff members are pulled from serving ELL students to cover classes in the absence of a teacher.

1.1

Staff and PLC meetings will be held during non student time.

1.1

Who

Principal

AP

1.1

Monitor weekly bulletin of coverage.

1.1. Climate Survey

Continuous Improvement Goal #1:

2012 Current Level :*

2013 Expected Level :*

42%

44%

1.2

1.2

Classes will be split in the absence of a teacher.

1.2

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

“Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.

1.2. Monitor substitute sign-in books.

1.2. Climate Survey

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
ELL personnel will not be used to cover classes for meetings and lack of substitutes.	School-wide	Principal	School-wide	On-going	Monitor Weekly bulletin for coverage and substitute sign-ins.	Principal

End of Additional Goal(s)

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

Enter narrative for the goal in this box.

NA

A.3.

A.3.

A.2.

A.1.

A.1.

R.1.

R.1.

B.1.

B.1.

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).

Reading Goal A:

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.

Reading Goal B:

2012 Current Level of Performance:*

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B.B.

B.2.

B.3.

B.3.

B.3.

B.3.

1.1.

See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4

1.1.

1.1.

1.1.

2013 Expected Level of Performance:*

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals

Problem-Solving Process to Increase Language Acquisition

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

C. Students scoring proficient in Listening/Speaking.

CELLA Goal #C:

The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 48% to 51%.

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

1.1.

1.3.

1.3.

1.3.

1.3.

2.1.

See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4

2.1.

2.1.

2.1.

2012 Current Percent of Students Proficient in Listening/Speaking:

48%

Students read in English at grade level text in a manner similar to non-ELL students.

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

D. Students scoring proficient in Reading.

CELLA Goal #D:

The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 30%.

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

2.1.

2.3.

2.3.

2.3.

2.3.

2.1.

See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4

2.1.

2.1.

2.1.

2012 Current Percent of Students Proficient in Reading :

27%

Students write in English at grade level in a manner similar to non-ELL students.

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

E. Students scoring proficient in Writing.

CELLA Goal #E:

The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 30% to 33%.

2012 Current Percent of Students Proficient in Writing :

30%

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

Enter narrative for the goal in this box.

2.3.

2.3.

~~NA~~

F.2.

F.2.

F.2.

F.2.

F.1.

F.1.

F.1.

F.1.

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).

Mathematics Goal F:

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

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

Enter narrative for the goal in this box.

~~NA~~
~~G.3.~~
~~G.3.~~
~~G.3.~~

G.1.
G.1.
G.1.
G.1.

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.

Mathematics Goal G:

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

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

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

Enter narrative for the goal in this box.

1.3.
1.3.
1.3.
1.3.
1.2.

2.1.
2.1.
2.1.
2.1.
1.1.

Strategy
Evaluation Tool

H. Students scoring in the middle or upper third (proficient) in Geometry.

Geometry Goal H:

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

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

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

I. Students scoring in the upper third on Geometry.

Geometry Goal I:

2012 Current Level of Performance:*

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

2.3.

2.3.

2.3.

2.3.

2.3.

2013 Expected Level of Performance:*

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	NA	J.1.	J.1.	J.1.	J.1.	J.1.
<u>Science Goal J:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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

Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

**Biology EOC Goals
Problem-Solving Process to Increase Student Achievement**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

K. Students scoring in the middle or upper third (proficient) in Biology.

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

Enter narrative for the goal in this box.

1.3.

1.3.

1.3.

NA

1.1.

1.1.

1.1.

2.1.

2.1.

2.1.

Biology Goal K:

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

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

L. Students scoring in upper third in Biology.

Biology Goal L:

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

Enter narrative for the goal in this box.

2.2.

2.3.

2.3.

2.3.

NA

M.1.

M.1.

M.1.

M.1.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

NEW Writing Florida Alternate Assessment Goal

Writing Goals

Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).

Writing Goal M:

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M.3.

M.3.

M.3.

M.3.

M.3.

2012 Current Level of Performance:*

2013 Expected Level of Performance:*

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

STEM Goal(s)

Problem-Solving Process to Increase Student Achievement

Based on the analysis of school data, identify and define areas in need of improvement:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Strategy

Evaluation Tool

STEM Goal #1:

Implement/expand project/problem-based learning in math, science and technology.

1.1

Need common planning time for math, science, and technology teachers.

1.1

-Explicit direction for STEM professional learning communities to be established.

-Documentation of planning units and outcomes of units in logs.

-Increase effectiveness of lessons through lesson study, modeling and coaching from resource teachers.

1.1

Resource Teachers, grade level, subject area leaders

1.1

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

1.3.

1.3.

1.3.

1.3.

1.3.

Administrative walk-throughs

1.1

Log number of project-based learning in math, science and technology per 9 week period. Share data with teachers.

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
Project based learning	K-5	SALs	Science, math, technology teachers PLCs	On-going	Administrator Walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<p><u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities and events from 1 (Teach-In) in 2011-2012 to 5 in 2012-2013.</p> <p><u>NA</u></p>	1.1. Lack of opportunities to provide career exposure to students.	1.1. Implement visits from secondary School organizations.	1.1. Administration	1.1. Walk-throughs	1.1. Lesson Plans, Logs
	1.2.	1.2. Implement guidance or APC Middle School presentations from feeder and magnet schools regarding career coursework options.	1.2. Guidance, Administration	1.2. Walk-throughs	1.2. Logs
	1.3.	1.3. Implement special speakers to visit and share with students about careers throughout the year and during Teach-In.	1.3. Administration	1.3. Walk-throughs	1.3. Lesson Plans, Logs

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

End of CTE Goal(s)

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

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

- *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 Goal 1. Strategies to use for Common Core instruction, Text Complexity across Curriculum.	Burney has a limited amount of guided reading material especially in the areas of non-fiction. We will purchase non-fiction text relating to science and social studies including biographies to build comprehension in preparation for common core.	\$900.00	\$972.40
Final Amount Spent			