FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Yates Elementary School	District Name: Hillsborough County
Principal: Richard Shields	Superintendent: MaryEllen Elia
SAC Chair: Jean-Marie Strickland and Lori Gladders	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	Richard Shields	B.S. Physical Education K-12; Masters Special Education; Masters Educational Leadership; Certification: School Principal	9	9	2011-2012
					  School Grade: C
					2010-2011
					  School Grade: C
					  Overall AYP: 69%
					2009-2010
					  School Grade: B
					  Overall AYP: 77%

| Assistant Principal | Lisa Varnum | B.S. Social Work; Masters Educational Leadership; Certifications: Elementary Education K-6, Exceptional Student Education K-12, Educational Leadership, ESOL Endorsement | 2 | 2 | 2011-2012
    School Grade: C
2010-2011
    School Grade: C
    Overall AYP: 69% |

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	Marianne Mega	B.S. Elementary Education; Certification: Elementary Education and ESOL	9	9	2011-2012
					    School Grade: C
					2010-2011
					    School Grade: C
					    Overall AYP: 69%
					2009-2010
					    School Grade: B
					    Overall AYP: 77%

Academic Intervention Specialist	Bridget Dixon	B.S. Elementary Education; M.S. Reading; Certification: ESOL and Educational Leadership	8	5.5	2011-2012
					    School Grade: C
					2010-2011
					    School Grade: C
					    Overall AYP: 69%
					2009-2010
					    School Grade: B
					    Overall AYP: 77%

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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. Leadership Opportunities	Principal	Ongoing	
5. Teacher Recognition	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
11	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** -Send emails on internal when ESOL classes are available. -Meet with the teachers during the year to discuss progress on: - Preparing and taking the certification exam - Completing classes need for certification - Provide substitute coverage for the teachers to observe other teachers - Discussion of what teachers learned during the observation(s)

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	6%(4)	29%(19)	38%(25)	26%(17)	37%(24)	83%(54)	5%(3)	2%(1)	68%(44)

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<u>Teacher Mentoring Program</u>

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
Nicole Jones	Nasia Clark Williams	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Karli Costello	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Nicole Gomes	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Amber Hauk	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Christi Long	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Kristi Maltby	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Amber Pirotta	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.
Nicole Jones	Sarah Robles	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, conferencing, and problem solving.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who 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 N/A
Title I, Part D N/A
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 for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start and EELP We utilize information from students in Head Start and EELP to transition into Kindergarten.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The MTSS/RtI Leadership Team (Problem-Solving Leadership Team - PSLT) at Yates Elementary includes: Richard Shields, Principal Lisa Varnum, Assistant Principal Bridget Dixon, Academic Intervention Specialist Melissa Bahamonde, School Psychologist Marianne Mega, Reading Coach Angela Oser, ESE Specialist Nancy Jones, School Social Worker Tina Brancato, School Counselor Jean Grandner, Gifted Teacher Robin Rodriguez, Speech and Language Therapist Our team also includes the following team leaders: Tia Needer, Kindergarten teacher Rebecca Smrekar, First grade teacher Marissa Neidlinger, Third grade teacher Kimberly Mack, Fourth grade teacher Heidi Yarbrough, ESE teacher
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the MTSS Leadership Team at Yates Elementary is to ensure that all students at Yates receive high quality core instruction and supplemental/intensive interventions as needed. We also ensure that the core behavior management system (Positive Behavior Support) is appropriately meeting the behavioral needs and attendance goals of our students. Our MTSS Leadership meets every Monday afternoon and we address multiple topics in each meeting. From 1:30 – 2:30, the PSLT meets to analyze and discuss school-wide data (e.g., FAIR, SAT10, FCAT, Attendance, RtI:B Database) in order to pin point trends and focus areas to strengthen core instruction. Grade-level team leaders attend as needed in order to facilitate data analysis, hypothesis development, and intervention planning. The PSLT models the problem-solving process for grade-level team leaders to ensure uniformity in facilitation of grade-level PLC's. The team leaders and

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PLC facilitators introduce the core action plans to the grade-level PLCs after they are developed. Follow-up dates and progress monitoring data are selected in advance to ensure adequate monitoring of the core action plans.

From 2:30 – 3:30, our Specialty PSLT meets to discuss individual students. Students who may be brought to Specialty PSLT include students who have not responded adequately to Tier II interventions and need interventions modified or added and/or students who have not responded adequately to Tier II and Tier III interventions. The team reviews progress in response to current interventions and develops and tests hypotheses based on student data (e.g., Oral Reading Fluency, FAIR, SAT 10, FCAT, Class Assessments, attendance, discipline history). If Tier III interventions are developed or modified, the Intervention Plan is created or modified during the meeting. The Specialty PSLT also refers the student to the Child Study Team as needed.

Finally, members of administration hold curriculum chats at least three times per year. During curriculum chat meetings, individual teachers meet with administration and their grade-level PLC facilitator. Student achievement, behavior, and attendance data are discussed and progress in response to interventions is analyzed. If interventions need to be added or modified, it happens during curriculum chats. Curriculum chats at Yates Elementary serve many functions and are a primary source of providing support to teachers and assessing treatment fidelity.

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 SIP goals guide the data analysis process at each meeting. The school-based MTSS Leadership Team facilitates the development and implementation of the SIP by analyzing school-wide and grade-level data. Upon reviewing data, problem identification statements are developed, hypotheses are generated and validated, and intervention plans are created. A multi-tiered approach is utilized to reflect the MTSS/RTI implementation. Interventions target a variety of needs (e.g., reading, math, attendance, behavior) that all ultimately facilitate student achievement, and goals are aligned with the SIP.

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.

TIER I: Sagebrush/Instructional Planning tool, HCPS discipline referral information, RtI:B Database for behavior referral information, FCAT, SAT-10, FAIR, Yates and Hillsborough Writes, GoMath mid-unit and end-of-unit assessments, Achievement Series, and district baseline and midyear assessments.

TIER II and TIER III: iStation ISIPs, FASST math assessments, Curriculum Based Measurement probes targeting a variety of skills for reading, writing, spelling, and math (e.g., EasyCBM, Treasures Fluency Probes, InterventionCentral.com). Classroom tests for science. RtI:B and HCPS for office discipline referrals and other behavioral data, in addition to daily behavior report cards, motivation charts, frequency checks, etc. for monitoring response to behavioral interventions.

Describe the plan to train staff on MTSS.

Administration and members of the PSLT (grade-level PLC facilitators) meet with grade-level team leaders to share the vision of MTSS/RtI Implementation and to train team leaders to be able to better support their teams. Grade-level PLC facilitators and team leaders collaborate to ensure thorough data collection and analysis, hypothesis development, intervention planning, and progress monitoring. The grade-level PLC facilitators and team leaders enhance MTSS/RtI knowledge and implementation of all teachers and support personnel through direct training and modeling at PLC and other meetings. School-wide trainings and updates will occur at Tuesday faculty meetings as needed.

Describe plan to support MTSS.

In order to support MTSS at Yates Elementary, 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).
- Promote close collaboration between administration, MTSS/RTI Facilitators, team leaders, and PLC's. Our shared vision, "Meeting the needs of all learners" is directly connected to MTSS and is an integral part of our way of life.
- Support teachers though collaborative data chats with administration and resource personnel, in order to assist the development of groups as well as provide additional supports as needed.
- Offer in house trainings are developed based on professional development needs to include topics including: ongoing progress monitoring, text complexity, and meeting the needs of all learners. Other topics will be addressed in trainings as needed.
- 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 Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • AP • Reading Coach • AIS • Reading, Writing, Math, and Science Contact Teachers
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Text complexity
- Close reading
- Accountable talk through discussion and journaling
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan
- Vertical and Horizontal PLCSs will assess the core curriculum

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 an effort to support the transition from Pre-school to Kindergarten, Kindergarten Round-Up is held annually and a Kindergarten Orientation is held in the fall. Early assessments are conducted on incoming Kindergarten students to gather baseline data. All schools have an "open door" policy and allow for parents of incoming Kindergarten students to request a campus tour. The EELP program is available at Yates for qualified students to help transition into Kindergarten. We have a VPK Partnership through which we share assessment data and share resources.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: The percentage of student scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 59% to 62%.	2012 Current Level of Performance:* **59%** —— 2013 Expected Level of Performance:* **62%**	1.1. -Teachers may not know what HOT and Webb's DOK is.	1.1. Strategy: **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students' reading skills will improve through the use of HOT questions and activities based on Webb's Depth of Knowledge. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. Action Steps: 1. Reading Coach will provide on-going training in HOT and Webb's Depth of Knowledge. 2. PLCs will write SMART goals based on each nine weeks of material. 3. As a professional Development activity in their PLCs, teachers discuss HOT and Webb's DOK strategies and how they can be implemented in the upcoming issues. 4. Teachers implement the targeted higher order questioning strategies in their lessons.	1.1. Who Teacher Principal AP Reading Coach How Monitored -PLC logs turned into administration. Administration provides feedback. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -HCPS Informal Observation Pop-In Form (EET tool) (HOTs strategy on the form.)	1.1. Teacher Level The classroom teacher will review students' journals and assessments to determine the number of students demonstrating proficiency towards benchmark attainment. PLC Level PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share strategies that worked with teachers who may have students struggling in certain areas. Leadership Team Level The PSLT will review grade level data on the electronic data wall and will look for trends.	1.1. 2-3x Per Year -FAIR -Ongoing Progress Monitoring in Comprehension During Grading Period -Unit Assessments -Running Records with Comprehension Questions -Reader's Response Journal Entries

				5. PLCs will study students' responses to the higher order questions to assess students' higher order thinking processes through purposeful journaling.			
			1.2. -Teachers may not know what accountable talk is and how to use it in their classrooms.	1.2. <u>Strategy:</u> Student achievement will improve through frequent checks for understanding during a lesson. Teachers plan frequent checks for understanding throughout their lessons that require accountable talk. <u>Action Steps:</u> 1. Within PLCs, teachers work to improve their ability to effectively use accountable talk activities. 2. Teachers discuss the outcomes of their checks for understanding using accountable talk in PLCs. Based on the data, teachers build activities to promote understanding.	1.2. <u>Who</u> Teacher Principal AP Reading Coach <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.	1.2. <u>Teacher Level</u> The classroom teacher will develop and maintain a system to keep track of students' mastery of skills through the use of accountable talk. <u>PLC Level</u> PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share strategies that worked with teachers who may have students struggling in certain areas. <u>Leadership Team Level</u> The PSLT will review grade level data on the electronic data wall and will look for trends.	1.2. <u>3xs per year</u> FAIR <u>During the Grading Period</u> -Teachers' record of students' mastery through frequent checks
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1. See Goals 1 and 2	2.1.	2.1.	2.1.
<u>Reading Goal #2:</u> The percentage of students scoring	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

a Level 4 or higher on the 2013 FCAT Reading will increase from 29% to 32%.	**29%**	**32%**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1. See Goals 1 and 2	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 67 to 70 points.	2012 Current Level of Performance:* **67 points**	2013 Expected Level of Performance:* **70 points**					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1. See Goals 1 and 2	4.1.	4.1.	4.1.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 61 to 64 points.	2012 Current Level of Performance:* **61**	2013 Expected Level of Performance:* **64**					

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Revised September 20, 2013

	points	points						
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: 35% Y Black:47% Y Hispanic:41% Y Asian: N/A American Indian: N/A	White: Black: Hispanic: Asian: N/A American Indian: N/A						
			5A.2.	5A.2	5A.2	5A.2	5A.2	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45% Y						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% Y						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	69% Y						
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accountable Talk	Cross-Curriculum	Marianne Mega, Reading Coach	School-Wide	September 10th – Intermediate September 24th - Primary	Classroom Walk-throughs	Principal, AP, Reading Coach
CCSS	Reading	PLC Leaders	School-Wide	One or two times a month	Classroom Walk-throughs, PLC Logs	Principal, AP, Reading Coach, PLC Leaders
Phonics	Reading	Marianne Mega, Reading Coach	Primary	Mega Monday October 22	Classroom Walk-throughs	Principal, AP, Reading Coach
Vocabulary-Greek Roots	Reading	Marianne Mega, Reading Coach	Intermediate	Mega Monday October 15	Classroom Walk-throughs	Principal, AP, Reading Coach

End of Reading Goals

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Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 55% to 58%.	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **58%**	1.1. - Teachers may not know what HOT and Webb's DOK is.	1.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of HOT questions and activities based on Webb's Depth of Knowledge. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. Action Steps: 1. PLCs will analyze student data, share knowledge, and plan for strategy implementation for future assessments. 2. Teachers will develop HOT strategies using Webb's depth of knowledge.	1.1. Teacher Principal AP Math Contact How - PLC logs turned into Administration. -Administration will provide feedback. -Classroom walk-through observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of SIP strategies across the entire faculty. Monitoring data will be reviewed every 9 weeks.	1.1. Teacher Level The classroom teacher will review students' Active Thinking Notebooks. Notebooks should contain teacher comments as proof of teacher review and evaluation. - The classroom teacher will assess students with common grade level assessment to demonstrate student growth and proficiency towards benchmark attainment. PLC Level PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share the strategies that worked with teachers who may have students struggling in certain areas. Leadership Team Level The PSLT will review grade level data on the electronic data wall and will look for trends.	1.1. During Grading Period - Active Thinking journal. -Common assessments within each grade level.
			1.2. - Teachers may not know what accountable talk is and how to use it in their classroom.	1.2. Strategy: Student achievement will improve through frequent checks for understanding during a lesson. Teachers plan frequent checks for understanding through their lessons that require accountable	1.2 Teacher Principal AP Math Contact How - PLC logs turned into Administration.	1.2. Teacher Level The classroom teacher will develop and maintain a system to keep track of students' mastery of skills through the use of accountable talk. PLC Level	1.2. During the Grading Period Teachers' record of students' mastery through frequent checks.

		Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
			talk. 1. Teachers will utilize active thinking strategies for students to use as a problem solving strategy 2. Teachers will utilize journaling to give students time to process their learning and opportunities to practice giving specific proof supporting their solutions. 3. PLCs will utilize the strategies of accountable talk as one method of assessing student knowledge	-Administration will provide feedback. -Classroom walk-through observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of SIP strategies across the entire faculty. Monitoring data will be reviewed every 9 weeks.	PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share the strategies that worked with teachers who may have students struggling in certain areas. Leadership Team Level The PSLT will review grade level data on the electronic data wall and will look for trends.	
		1.3. - Not all teachers have received training on CCSS and may not understand the Standards for Mathematical Practice	1.3. Strategy: Students' math skills will improve through participation in lessons that have been designed with the Process Standards and Mathematical Practices in teaching mathematics to enrich learners. Action Steps: 1. Teachers will plan and integrate the Standards for Mathematical Practice in their lessons. 2. Teachers will plan in common and use the Global Concept Guides along with data to drive instructional scope and sequence.	1.3. Teacher Principal AP Math Contact How - PLC logs turned into Administration. -Administration will provide feedback. -Classroom walk-through observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of SIP strategies across the entire faculty. Monitoring data will be reviewed every 9 weeks.	1.3. Teacher Level The classroom teacher will develop and maintain a system to keep track of students' mastery of skills through the use of accountable talk. PLC Level PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share the strategies that worked with teachers who may have students struggling in certain areas. Leadership Team Level The PSLT will review grade level data on the electronic data wall and will look for trends.	1.3. During Grading Period - Active Thinking journal. -Common assessments within each grade level. - Teachers' record of students' mastery through frequent 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1. See Goals 1, 2, and 3.	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 24% to 27%.	2012 Current Level of Performance:* **24%**	2013 Expected Level of Performance:* **27%**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1. See Goals 1, 2, and 3.	3.1.	3.1.	3.1.
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 68 points to 71 points.	2012 Current Level of Performance:* **68 points**	2013 Expected Level of Performance:* **71 points**					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.

Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 55 points to 58 points.	2012 Current Level of Performance:* **55 points**	2013 Expected Level of Performance:* **58 points**					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
Mathematics Goal #5A:	2012 Current Level of Performance:* White: 38% Y Black: 54% Y Hispanic: 49% Y Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.

			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% Y						
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60% Y						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:* **74% Y**	2013 Expected Level of Performance:*				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accountable Talk	Cross-Curriculum	Marianne Mega, Reading Coach	School-Wide	September 10th – Intermediate September 24th - Primary	Classroom Walk-throughs	Principal, AP, Math Contact
CCSS	Math	PLC Leaders	School-Wide	One or two times a month	Classroom Walk-throughs, PLC Logs	Principal, AP, Math Contact, PLC Leaders

End of Mathematics Goals

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Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>2013</u> **FCAT 2.0: Students scoring proficient (Level 3-5) in science.** <u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 49% to 52%.	2012 Current Level of Performance:* **49%**	2013 Expected Level of Performance:* **52%**	1.1. - Teachers may not know what HOT and Webb's DOK is.	1.1. <u>Strategy:</u> Students' science skills will improve through the use of HOT questions and activities based on Webb's Depth of Knowledge. Teachers will analyze data, plan instruction based on data, and include HOT questions designed to increase rigor in lesson plans. <u>Action Steps:</u> 1. PLCs will analyze student data, share knowledge, and plan for strategy implementation for future assessments. 2. Teachers will develop HOT strategies using Webb's depth of knowledge. 3. Teachers will use the HCPS curriculum map as a resource to guide instruction	1.1. Teacher Principal AP Science Contact <u>How</u> - PLC logs turned into Administration. -Administration will provide feedback. -Classroom walk-through observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of SIP strategies across the entire faculty. Monitoring data will be reviewed every 9 weeks.	1.1. <u>Teacher Level</u> The classroom teacher will review students' Active Thinking Notebooks. Notebooks should contain teacher comments as proof of teacher review and evaluation. - The classroom teacher will assess students with common grade level assessment to demonstrate student growth and proficiency towards benchmark attainment. <u>PLC Level</u> PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share the strategies that worked with teachers who may have students struggling in certain areas. <u>Leadership Team Level</u> The PSLT will review grade level data on the electronic data wall and will look for trends.	1.1. <u>During Grading Period</u> - Active Thinking journal. -Common assessments within each grade level on targeted topic from Science Vertical PLC.
			1.2. - Teachers may not know what accountable talk is and how to use it in their classroom.	1.2. <u>Strategy</u> Student achievement will improve through frequent checks for understanding during a lesson. Teachers plan frequent checks for understanding through their lessons that require accountable talk.	1.2. Teacher Principal AP Math Contact <u>How</u> - PLC logs turned into Administration. -Administration will provide feedback.	1.2. <u>PLC Level</u> PLCs will examine classes' progress towards benchmark attainment and note any trends. PLCs will share the strategies that worked with teachers who may have students struggling in certain areas.	1.2. <u>During Grading Period</u> - Active Thinking journal. -Common assessments within each grade level on targeted topic from Science Vertical PLC.

			1. Teachers will utilize active thinking strategies for students to use as a problem solving strategy 2. Teachers will utilize journaling to give students time to process their learning and opportunities to practice giving specific proof supporting their thinking and/or observations. 3. PLCs will utilize the strategies of accountable talk as one method of assessing student knowledge	-Classroom walk-through observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -The School Advisory Council will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of SIP strategies across the entire faculty. Monitoring data will be reviewed every 9 weeks.	Leadership Team Level The PSLT will review grade level data on the electronic data wall and will look for trends.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1.	2.1. See goals 1 and 2.	2.1.	2.1.	2.1.
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 8% to 11%.	2012 Current Level of Performance:* **8%** / 2013Expected Level of Performance:* **11%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Please note that each Strategy does not require a professional development or PLC activity.						
Accountable Talk	Cross-Curriculum	Marianne Mega, Reading Coach	School-Wide	September 10th – Intermediate September 24th - Primary	Classroom Walk-throughs	Principal, AP, Science Contact
Inquiry Monday	Science	Christina Calve	School-Wide	August 29, 2012	Classroom Walk-throughs	Principal, AP, Science Contact
Interactive Science Notebook	Science	John Honey	School-Wide	November 8, 2012	Classroom Walk-throughs	Principal, AP, Science Contact

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 75% to 78%.	2012 Current Level of Performance:* **75%**	2013 Expected Level of Performance:* **78%**	1.1. -Teachers may not know what HOT/Webb's DOK questions are and how to incorporate them during writing conferences.	1.1. Strategy: Students' use of elaboration will improve through the use of HOT/Webb's DOK questions and accountable talk during conferencing. Action Steps: Within PLCs, grade levels will develop a list of HOT/Webb's DOK question stems to be used during writing conferences.	1.1. Who -Teacher -Principal -AP -Writing Contact How - PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans and STAR and SMILE interviews seen during administration walk-throughs.	1.1. Teacher Level The classroom teacher will review student progress through HOT/Webb's DOK questions during STAR and SMILE Interviews. PLC/Department Level Monthly demand writes, daily drafts, and conferencing notes are reviewed to determine the needs of students, connect writing to state anchor papers, and verify monthly growth. PLCs will chart the increase in the number of students reaching 4.0 and above on the monthly writing prompt. Leadership Team Level The PSLT will review data on the electronic data wall for any trends among the grade levels or school wide.	1.1. 2-3x Per Year -BOY Demand Writes -MOY Demand Writes -EOY Demand Writes During Grading Period - Student monthly demand writes, student daily drafts, conferencing notes
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

				meetings)		
Accountable Talk	Cross-Curriculum	Marianne Mega, Reading Coach	School-Wide	September 10th – Intermediate September 24th - Primary	Classroom Walk-throughs	Principal, AP, Writing Contact
CCSS	Writing	PLC Leaders	School-Wide	One or two times a month	Classroom Walk-throughs, PLC Logs	Principal, AP, Writing Contact, PLC Leaders

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance Attendance Goal #1: 1. The attendance rate will increase from 94.99% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%. 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will remain at 0.	2012 Current Attendance Rate:* **94.99%** 2012 Current Number of Students with Excessive Absences (10 or more) **90** 2012 Current Number of Students with Excessive Tardies (10 or more) **0**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **81** 2013 Expected Number of Students with Excessive Tardies (10 or more) **0**	1.1. -Students are absent and parents are not contacting the school.	1.1. All teachers contact parents after the third unexcused absence. Teachers are given a script to follow for making the phone call. Teachers record documentation of contact (to be used for an Attendance Referral if needed).	1.1. Teacher, Social Worker, PSLT Member as needed	1.1. PSLT will review attendance data monthly	1.1. EdConnect Attendance Data
			1.2. Parents are unaware of accumulation of unexcused absences and the impact of the unexcused absences on the child's learning.	1.2. **Tier 2/3** When a student reaches 6-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified staff will investigate the reason for the absences and may notify the parents and guardians via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an	1.2. Teacher, Social Worker, or other PSLT members as needed	1.2. PSLT will review attendance data monthly	1.2. EdConnect Attendance Data

		excused absence/tardy and must be approved through an administrator.			
		1.3. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	1.3. **Tier 3** – An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist) communicate with the family to create an Attendance Improvement Plan.	1.3. Social Worker Other PSLT members as needed	1.3. Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker)	1.3. Instructional Planning Tool Attendance/Tardy data

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
Attendance/Tardies	School-Wide	PSLT	School-Wide	Upcoming	Attendance Reports	Principal and PSLT
Attendance/Tardies	PBS	PBS Team	PBS	Upcoming	Attendance Reports	PBS

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of In –School Suspensions **11** 2012 Total Number of Students Suspended In-School **11** 2012 Number of Out-of-School Suspensions **31** 2012 Total Number of Students Suspended Out- of- School **18**	2013 Expected Number of In- School Suspensions **9** 2013 Expected Number of Students Suspended In -School **9** 2013 Expected Number of Out-of-School Suspensions **27** 2013 Expected Number of Students Suspended Out- of-School **16**	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. **Tier 1**: Positive Behavior Support (PBS) will continue to be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PSLT "behavior" subgroup PBS Support Team	1.1. PSLT "behavior" subgroup will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1. PSLT "behavior" subgroup will review data on Office Discipline Referrals ODRs and out of school suspensions monthly.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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				meetings)		
PBS Refresher	Behavior	Richard Shields	School-Wide	October 8, 2012	Monitoring Number of Tickets being Spent at ABC Reward Zone	PBS Committee
Level System	Behavior	Angela Oser	ESE EBD Classrooms	Upcoming	Reports of Referrals, ISS, and OSS	Angela Oser

End of Suspension Goals

Parent Involvement Goal(s)

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

YATES ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Richard Shields , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

| Signature of Principal or Designee | Date Signed |

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Yates Elementary Staff will coordinate with parents as partners to help every child exceed the highest state and federal standards.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Yates Elementary School believes in involving parents in all aspects of its Title 1 programs. The Student Advisory Council has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan and Parent Involvement Plan. More than 50% of the members of the SAC are parent (non-employee) representatives. In addition, all parents were given the opportunity to review the plan and offer their input prior to approval. For the PIP, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials they needed to help their child. Results of parent surveys are reviewed by the SAC to determine needed changes. During the SAC meeting when the PIP and/or SIP are developed the committee will decide, with the input from parents, how the parent involvement funds will be used. All SAC meetings are guided by agendas and placed as documentation in the TASK box. Similarly The School's Parent Teacher Association holds regular meetings and holds events to involve parents in programs.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Exploration	August 2012 Given by all instructional staff members
2	Open House	September 2012 given by all grade level staff members with assistance from instructional and support staff members
3	Title 1 Meeting	October 2012 Principal
4	School Newsletters	Bi-weekly Principal, Vice Principal, counselor and office staff
5	Parent Involvement Workshop	September 2012 Parent Involvement contact
6	Science Night	September 2012 Staff members funded by title I and SAI funds provide workshops for parents
7	Conferences/Report Card Pick-up	November 2012 Staff members funded by title I and SAI funds participate in conferences to increase parent understanding and strategies.
8	Math Night	March 2012 Staff members funded by title I and SAI funds provide workshops for parents

9	Reading Night	January 2012 Staff members funded by title I and SAI funds provide workshops for parents
10	Writing Night	October 2012 2012 Staff members funded by title I and SAI funds provide workshops for parents
11	Conferences/Report Card Pick-up	January 2012 Staff members funded by title I and SAI funds participate in conferences to increase parent understanding and strategies.
12	Conferences/Report Card Pick-up	April 2012 Staff members funded by title I and SAI funds participate in conferences to increase parent understanding and strategies.
13	Title III	Staff members funded by title III provide translations, hold PAC meetings, and participate in conferences to improve parent understanding and strategies.
14	Student Advisory Council	Monthly Meetings during the school year SAC chair and principal
15	Game Night	September 2012 Parent Teacher Association
16	Evening of the Arts	April 2012 Special Subject Teachers and PTA

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Title 1 meeting	Principal/Title I Parent Involvement Liaison	October 2012	Attendance/Sign in Sheets
2	Open House	Leadership and Educational Staff	October 2012	Attendance/Sign in sheets
3	Parent Link/Invitation	Principal	October 2012	%of families receiving communication
4	Surveys	Principal	October 2012	Responses in newsletters
5	Agenda	Grade Level Teachers	October 2012	Approved by principal
6	Handouts	Grade Level Teachers	October 2012	Approved by principal
7	Presentation	Grade Level Teachers	October 2012	Attendance/ Sign in Sheets

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Our school will offer many opportunities for parents to attend meetings during the 2011-2012 school year. Parent/Teacher meetings are scheduled in the morning, afternoons, and evenings to accommodate parents with varying schedules. Our Exploration is held in the afternoon before the school year begins. Orientation is held on three different nights so that parents with more than one child can attend all the orientations. Conferences and Report Card Pickup nights are held three times a year. Parents are given the opportunity to pick a time that is convenient for them or schedule a conference on a different day or time. Our Science, Reading, Math and Writing Nights include parent workshops that begin at staggered times or have more than one session to accommodate the parents' schedules. Most meetings include a component for students to be engaged in activities while parents meet which allows the parents to participate without having to arrange for child care. Meetings are scheduled

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before and throughout the school year to disseminate information in a timely manner. Handouts that are supplied with title I funds are available for parents at and after the meeting if they are not able to attend. Home visits are held when appropriate.

SES meetings are held before and after school.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Curriculum and Assessments /Open House	Faculty and Staff	Provide parents with information to monitor their child's progress and work with educators to improve the achievement of their child, Improve Achievement Scores on State and Standardized tests	August 2012	Sign In Sheet
2	Title I and NCLB requirements/Annual Title I meeting	Principal, Parent Involvement Liaison	All information given supports family engagement goals and State and Standardized test preparation	October 2012	Sign In Sheet
3	Reading and Language Arts Common Core State Standards/ Parent and Family Training	Language Arts Committee, Parent Involvement Liaison	Improve Achievement Scores on State and Standardized tests	October – March 2013	Sign In Sheet
4	Math Common Core State Standards and Science Sunshine State Standards/Parent and Family Training	Math and Science Committees	Improve Achievement Scores on State and Standardized tests	October – March 2013	Sign in Sheet
5	Sunshine State Standards and Common Core State Standards/FCAT & Stanford 10 Parent Workshop	Resource Teachers, Grade level teachers, Reading Coach	Improve Achievement Scores on State and Standardized tests	January and February	Sign In Sheet
6	Social Studies/Winter and Spring Concert, An Evening with the Arts	Special Subject Teachers, Assistant Principal and Principal	Increase parent and community partnerships and relations, Improve Achievement Scores on State and Standardized tests	December, April and June	Sign in Sheet
7	Title I NCLB, and ELL resources/ELL Parent Action Committee Meeting	ELL Department, Assistant Principal	Increase ELL parent involvement and awareness of resources available to improve state and standardized test scores.	1st and 3rd semester	Sign in sheet
8	Character Education/Character Stars	School Counselor,	Increase positive character traits relating to achievement	Ongoing	Participation of

	and Kiwanis Class awards	classroom teachers, special subject teachers	on state and standardized test scores		students
9	PTA meetings and events	PTA	Increase parent and community partnerships and relations, Improve Achievement Scores on State and Standardized tests	Ongoing	Participation of parents

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Partners Workshop/ value of parent involvement, communicating and working with parents, building ties between home and school	Parent Involvement Liaison	Improving Home/School Communications to Improve Achievement Scores on State and Standardized tests	August 2012	Sign In Sheet

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: The parent resource center is located in the counseling suite and contains books that can be checked out and materials that can be taken by parents on a plethora of topics. It is open and available to parents throughout the school day and maintained by the school counselor, special education coordinator and parent involvement contact. We also provide student planners free of charge which allow our parents to communicate effectively between the school and the parent and keep parents abreast of events happening at the school. We use student behavior reports to communicate weekly with the parents on any behavior concerns. The effectiveness of these activities is evident in parent participation in and knowledge of school events. The effectiveness of the planners and student behavior reports is evident by the parent signature on the comments sent by teachers.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

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- If the school-wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Yates Elementary sends out a bi-weekly newsletter informing parents of all current events at the school. We also send home a calendar for the year listing all parent involvement events and special dates. We provide parents with information on curriculum, academic assessment and proficiency levels through workshops, open house, and communication home. Conference nights are held 3 nights a year encouraging parents to be part of the decision making process in the education of their children. Parents are invited to PLC meetings when the tier 2 and 3 interventions are being discussed for their child. SAC and PTA meetings are used to make decisions relating to the education of students. Many events are held during the school day inviting parents to join and be a part of the education of the student. Parents are encouraged to set up conferences with teachers to answer questions and discuss academic progress and concerns. E-mail communication is used by teachers to communicate curriculum information and parent related events.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: All newsletters and communication home are available in the native language of our families. Newsletters and communication is sent home by the classroom teacher on a regular basis. ELL translators are available for conferences and parent involvement events. District forms and publications are provided in English and Spanish to parents when needed. Bilingual personnel are available for parents who need assistance during the school day. District translations and district translators are requested when the families' native language is not available at the school site. Parents with disabilities have access to all parent involvement activities. Assistance is provided to people with disabilities when necessary.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent activities will be offered at varying times of the day and week.	Parent involvement liaison, grade level teams, content area committees, leadership team	More parents will be able to participate in activities and student achievement will increase	Ongoing
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly	Conferences and other meetings with parents can be scheduled at different times of the day and year. Conferences and meetings can also be	Principal, Classroom teachers, ESE and ELL support personnel	The parents will have a variety of opportunities to receive information and be involved in their child's	Ongoing

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	with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	held over the phone at the parents' request.		education	
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Relationships are established with community, business and faith based organizations to support school and parent activities.	Title I Liaison, Principal and SAC	Increase of resource, donations, and volunteer hours all leading to improvement of student achievement.	Ongoing

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.
Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.
Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.
Uploaded Document

Evaluation of the 2011-2012 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2011-2012 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Curriculum and Assessments /Open House	1	234	Improve Achievement Scores
2	Title I and NCLB requirements/Annual Title I meeting	1	625	All information given supports family engagement goals
3	Reading and Writing/ Parent and Family Training	1	117	Improve Achievement Scores
4	Math and Science/Parent and Family Training	1	125	Improve Achievement Scores
5	Sunshine State Standards/FCAT & Stanford 10 Parent Workshop	1	25	Improve Achievement Scores
6	Social Studies/Winter and Spring Concert, An Evening with the Arts	1	160	Increase parent and community partnerships and relations, improve achievement scores
7	Title I NCLB, and ELL resources/ELL Parent Action Committee Meeting	2	25	Increase ELL parent involvement and awareness of resources

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2011-2012 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Parent Partners Workshop	1	50	Improving Home/School Communications

Barriers

Describe the barriers that hindered participation by parents during the 2011-2012 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents with limited transportation/Economically disadvantaged	When appropriate school personnel will visit students' homes for conferences and other meetings.
2	ELL-Language/Limited English Proficiency	Provide translations of all communication home, provide translators at events and meetings, have translators available during the school day to assist parents, request district translation services for languages not supported at the school site.

3	Parent work or school schedule/Limited English proficiency and economically disadvantaged	Parent involvement events are held at various times of the day on different days to accommodate the various schedules of families. Information available at the events is also available for pickup at the school. Teachers also provide flexible times for conferences.
4	Limited Space/Parking	Events are offered with sessions starting at staggered times to alleviate parking restrictions. Larger events are held off campus at facilities with more parking and capacity
5	Single Parent Families	Daycare or events for children is provided at parent events.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2011-2012 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity

End of Parent Involvement Goal(s)

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<u>Health and Fitness Goal(s)</u>

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Health and Fitness Goal <u>Health and Fitness Goal #1:</u> 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 45% on the Pretest to 55% on the Posttest.	<u>2012 Current Level :*</u> **45%**	<u>2013 Expected Level :*</u> **55%**	1.1.	1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Principal	1.1. Classroom walk-throughs Class schedules	1.1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "The teachers that I work with effectively use technology in the classroom." under Teaching and Learning will increase from 27.3% in 2012 to 38% in 2013.	2012 Current Level :* **27.3%**	2013 Expected Level :* **38%**	1.1. -Teachers may not know of all the ways to use technology in the classroom or what is considered technology.	1.1. Staff members with strengths in technology will offer trainings to faculty members and share developmentally appropriate uses of technology during PLCs and common planning.	1.1. Who Principal AP How Classroom Walk-throughs	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
2. Continuous Improvement Goal Continuous Improvement Goal #2: The percentage of teachers who strongly agree with the indicator that "The teachers that I work with support and mentor each other." under Resource and Support Systems will increase from 33.3% in 2012 to 43% in 2013.	2012 Current Level :* **33.3%**	2013 Expected Level :* **43%**	2.1. -Teachers may not have time to plan together and share ideas to support each other.	2.1. -Teachers will plan as a team (in grade levels) and share ideas in the vertical PLCs to support experienced teachers and support and mentor new teachers.	2.1. Who Principal AP PLC Leaders How Classroom Walk-throughs Lesson Plans	2.1.	2.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
Team Planning	Cross-Curriculum	PLC Leaders	School-Wide	Ongoing Throughout the School Year	Classroom Walk-throughs	Principal, AP
Promethean Board Training	Cross-Curriculum	Lori Gladders and Jean-Marie Strickland	Primary Teachers	April 17, 2013	Classroom Walk-throughs	Principal, AP

End of Additional Goal(s)

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 51% to 54%.	2012 Current Percent of Students Proficient in Listening/Speaking: **51%**	1.1. -Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	1.1. 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, Writing, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support when available (lesson and assessments)	1.1. Who -School based Administrators -ESOL Resource Teachers How -Administrative walk-throughs	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. During the Grading Period -Core curriculum end of core common unit/ segment tests
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 24% to	2012 Current Percent of Students Proficient in Reading : **24%**	2.1. See CELLA	2.1.	2.1.	2.1.	2.1.

27%.		Goal C				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 22% to 25%.	2012 Current Percent of Students Proficient in Writing : **22%**	See CELLA Goal C				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Increase the number of and participation in STEM competitions and events, including STEM Fair, Math Bowl, Science Olympics, etc.	1.1. -Lack of Parental Involvement	1.1. -Increase effectiveness of lessons through lesson study and district trainings, etc.	1.1 PLC Leaders, Principal, and AP	1.1 Administrative walk-throughs	1.1 Logging number of project-based learning in math and science per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Monday	Science	Christina Calve	School-Wide	August 29, 2012	Classroom Walk-throughs	Principal, AP, Science Contact
Interactive Science Notebook	Science	John Honey	School-Wide	November 8, 2012	Classroom Walk-throughs	Principal, AP, Science Contact

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase students' interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 3 in 2011-2012 to 5 in 2012-2013.	1.1. -Lack of available resources -Takes away from instructional time	1.1. -Have curriculum nights at places of business in the community. -Discuss at faculty meetings, having people come in and share with their classes about their occupations.	1.1. -Volunteer Sign In Sheets	1.1. -Increase in the number of volunteers	1.1. -Increase in students' career interests
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or 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)

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 Strategy 1.2 Accountable Talk	Literature to support Common Core and Accountable Talk will be purchased with these funds. Trophies and medals for the Super Bee will be purchased to encourage student engagement in CCSS lessons which then transfers to Accountable Talk conversations. Funds will also go towards the Kindergarten Pajama Party, during which parents learn the importance of Accountable Talk and how they can use it with their students.	$340.00	$1085.47
Math Goal #1 Strategy 1.3 CCSS	Funds will be used to purchase math tutorial workbooks and Common Core math curriculum that will help improve students' math skills.	$430.00	$0
STEM Goal #1	Teachers' effective lessons will increase the number of student participation in the STEM Fair. Funds will be used to purchase ribbons to encourage participation in the STEM Fair and reward successful projects.	$270.00	$260.76
Writing Goal #1 Strategy 1.1 Elaboration Increase through HOT and Webb's DOK	Trophies and ribbons will be purchased to encourage students' participation in the Eaglet Speech competition and reward their use of elaboration in writing through HOT and Webb's DOK questions during conferencing.	$175.00	$136.35
Reading, Writing, Math, and Science Goal #1 Strategy 1.1 HOT and Webb's DOK	Funds will be used to purchase Gold Medals which are awarded to students who improve their academic achievements in subject areas. HOT and Webb's DOK questioning will help the students make these improvements.	$500.00	$580.00
Continuous Improvement Goal #2	Funds will be used to supply teacher training materials to aid in team planning and implementation of CCSS.	$112.20	
Parent Involvement Goals	Funds will be used to purchase supplies for the Five Star binder that will document parent involvement which will in turn increase parent involvement and student achievement.	$25.00	
Final Amount Spent			$2062.58