

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Ballast Point Elem.	District Name: Hillsborough
Principal: Debra Fitzpatrick	Superintendent: Mary Ellen Elia
SAC Chair: Rosemary Smith	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades, FCAT/Statewide
----------	------	------------	-----------	-----------------	-----------------------------------------------------------------------

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

		Certification(s)	Years at Current School	as an Administrator	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Debra Fitzpatrick	Elementary Education K-6 Educational Leadership	7	7	11/12: A 10/11: A 92% AYP 09/10: A 92% AYP 08/09: A 100% AYP
Assistant Principal	Beth Hastings	Music Education K-12 Educational Leadership Elementary Education K-6 School Principal K-12	2	7	11/12: Ballast Point ~ A 10/11: Lockhart (Principal) ~ D 69% AYP 09/10: Carrollwood (AP) ~ A 100% AYP 08/09: Carrollwood (AP) ~ A 97% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Rose Robbins	PreK – Grade 3 ESOL	1	5	11/12~ A (Bryant Elementary) & A (Westchase Elementary) 10/11~ A (Bryant Elementary) 100% AYP & A (Westchase Elementary) 100% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff and Principal	June 2012	
2. District Mentors	District Mentors	Ongoing	

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

3. School-based teacher recognition system	Principal	Ongoing	
4. Opportunities for teacher leadership	Principal	Ongoing	
5. Regular time for teacher collaboration	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
1 pending certification from the state	<p>Depending on the needs of the teacher , one or more of the following strategies are implemented:</p> <p><u>Administrators</u> Meet teachers on a regular basis to discuss progress: Taking the certification exam Completing courses needed for certification</p> <p>Work with teacher and professional standards to help move the process along in getting certification</p> <p><u>ESE Specialist</u> Works with teacher to ensure proper curriculum is being taught and students are making gains in the classroom Model lessons and then discuss with new teacher what she would like to incorporate</p>

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
44	6% (3)	39% (17)	23% (10)	32% (14)	13	98%	0	3	25

Teacher Mentoring Program

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Heather Robinson (District EET Mentor)	Amy Reynolds – First Year Teacher Michela Guariniello – First Year Teacher Marjory Miller – First Year Teacher Cherie Adkins – First Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Heather Robinson (District EET Mentor)	Stephanie Farabell – Second Year Teacher Laura Ziegelhofer – Second Year Teacher Jonathan Jones – Second Year Teacher Rebecca Messinger – Second Year Teacher Cherrie Ramsey – Second Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Beth Hastings (Assistant Principal)	Katherine Hover – First Year with previous exp	The site based mentor works with new employee to provide assistance in completing the district level trainings. The AP also pairs her up with an teacher on campus to work with closely to better understand the school rules and procedures.	Provide ongoing assistance with registering for district training, analyze student work/ data, help develop appropriate assessments, conference and problem solve.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team	
Identify the school-based MTSS leadership team.	
Principal – Debra Fitzpatrick	Assistant Principal – Elizabeth Hastings
Guidance Counselor/SAC –Rosemary Smith	School Psychologist –Brenda Leever
Social Worker – Loletha Jau	Reading Coach – Rose Robbins
ESE Specialist –Terri Rondeau	PLC Facilitators (K – 5)
(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)	

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

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?

1. Review school wide data to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment levels.
3. Review on-going progress monitoring data at Tier 2/3 and ensure fidelity of instruction to meet the goals on the SIP.
4. Communicate school wide data and facilitate problem solving within PLC's.

The PSLT is considered the main leadership team in our school. The PSLT will meet 1-2 times monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Response to Intervention block (Walk to Success)
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Assist and monitor teacher use of SMART goals per unit of instruction.
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars*
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the PSLT.
- The Teacher and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity.

MTSS Implementation

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
The Elementary Reading department generates grade level specific assessments three times per year for grades 2-5~ Form A, B and C	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
The Elementary Math department generates grade level specific assessments three times per year for grades 2-5~Form 1, 2 and 3	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
The Elementary Science department generates grade level specific assessments three times per year for grades K-5~Form 1 (1-5), Form 2 (K-5), Form 3 (End of Year Assessment K-5)		
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
I-Station	Web-based program	Classroom Teachers/PSLT/Reading Coach
EasyCBM	Web-based program	Classroom Teachers/PSLT/Reading Coach

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

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

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

Describe the plan to train staff on MTSS.

School wide training will be presented by District Level Psychologist in October. This training will be specific for grade levels. After training the team will revisit on a regular basis during PLC's and PSLT.

Describe plan to support MTSS.

The MTSS Leadership Team will be present for the school training and be available to all staff when questions come up about procedures and concerns with students. This team will continue to provide 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).

Principal – Debra Fitzpatrick	Assistant Principal for Curriculum – Beth Hastings
Reading Coach – Rose Robbins	Reading Teachers – Erica Vallone, Kelley Fraley, Cherie Adkins
Media Specialist – Gina Ferlita	Gifted Teacher – Shannon Hayes

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the School Improvement Plan.

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 instructional support is provided to all teachers.

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

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

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

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

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

***Grades 6-12 Only Sec. 1003.413 (b) F.S**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g) (j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1 -Need additional training to implement Differentiated Instruction. -Make sure that lessons and progress monitoring are done with fidelity in each classroom. -Need additional training in creating rigorous lessons. -Make sure there is enough time in the schedule for re-teaching specific skills. -Need training in Common Core Reading strategies across all content areas.</p>	<p>1.1 The purpose of this strategy is to strengthen the reading core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills. - Walk to Success students are grouped based on test data and targeted instruction 3x a week. - Book Study "Teach like a Champion" -Common Core Reading Strategies across all Content areas using higher order questioning. -Select and identify complex text.</p>	<p>1.1. <u>Who</u> -Principal -Assistant Principal -Reading Coach -Team Leaders <u>How</u> PLC logs turned into administration. Administration provides feedback. -Classroom walk-thru observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -EET Formal evaluations (Admin. and Peer/Mentor) -Evidence of strategy in teachers' lesson plans seen during administration walk-thru.</p>	<p>1.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. PLC unit assessment data will be recorded in a PLC log. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1.1. <u>3x Per Year</u> FAIR <u>On-going</u> Progress Monitoring <u>During Grading Period</u> Common Assessments (pre, post, mid section, end of unit) Running Records with comprehension check Fluency probes</p>		
--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

<p><u>Reading Goal #1:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 71% to 73%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>71%</p>	<p>73 %</p>					
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. See Goal 1.A</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Reading Goal #2:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 48% to 50%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>48%</p>	<p>50%</p>					

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------	-----------------	----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	--------------------------------	--	--

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

<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. -PLCs struggle with how to structure curriculum conversations and data analysis. -PLCs will be trained to use Plan-Do-Check-Act Unit of Instruction log.</p>	<p>3.1. -Teachers will work collaboratively to focus on student learning using Plan-Do-Check-Act and log to structure their way of work. Use the backwards design model for units of instruction. -The purpose of this strategy is to strengthen the reading core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills. - Walk to Success students are grouped based on test data and targeted instruction 3x a week. - Book Study "Teach like a Champion"</p>	<p>3.1. <u>Who</u> -Principal -Assistant Principal -Reading Coach -Team Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-thru observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -EET Formal evaluations (Admin. and Peer/Mentor) -Evidence of strategy in teachers' lesson plans seen during administration walk-thru.</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -PLC unit assessment data will be recorded in a PLC log. -PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. -PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>3.1. <u>3x Per Year</u> FAIR <u>On-going</u> Progress Monitoring <u>During Nine Weeks</u> Mini Assessments <u>During Grading Period</u> Common Assessments (pre, post, mid-section, end of unit) Running Records with comprehension check Fluency probes</p>		
----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

<p><u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 75 points to 78 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75 points</p>	<p>78points</p>					
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Need additional training to implement Differentiated Instruction. -Make sure that lessons and progress monitoring are done with fidelity in each classroom. -Time to meet with AP and instructional coach. -Teachers willingness to accept support from the coach. -Make sure there is enough time in the schedule for re-teaching skills.</p>	<p>4.1 The purpose of this strategy is to strengthen the reading core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills. - Walk to Success students are grouped based on test data and targeted instruction 3x a week. - Book Study "Teach like a Champion" -Teachers collaborate with instructional coach and administration with data chats.</p>	<p>4.1. <u>Who</u> -Principal -Assistant Principal -Reading Coach -Team Leaders <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-thru observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -EET Formal evaluations (Admin. and Peer/Mentor) -Evidence of strategy in teachers' lesson plans seen during administration walk-thru.</p>	<p>4.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -PLC unit assessment data will be recorded in a PLC data wall. -PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. -PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>4.1. <u>3x Per Year</u> FAIR On-going Progress Monitoring <u>During Nine Weeks</u> Mini Assessments <u>During Grading Period</u> Common Assessments (pre, post, mid-section, end of unit) Running Records with comprehension check Fluency probes</p>		
<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 70 points to 72 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	70 points	72 points					
		4.2. -Extended Learning Program does not always target specific skills or collect data. -Communication of skills between ELP teacher and classroom teachers	4.2. -ELP instruction will focus more on targeted skills form data analysis. -Teachers will communicate with the ELP teacher on specific skills that have not been mastered. -Students attend ELP sessions.	4.2. <u>Who</u> -Administration How: Administration reviews communication logs and data collection used between teachers and ELP teachers.	4.2. Supplemental data shared with Leadership and classroom teachers.	4.2. EasyCBM	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							

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

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. See Goals 1, 3 & 4	5A.1.	5A.1.	5A.1.	5A.1.		
Reading Goal #5A: The percentage of White students scoring satisfactory on the 2013 FCAT/FAA will increase from 72% to 75%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 72% Black: Hispanic: Asian: American Indian:	White: 75% Black: Hispanic: Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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.		
<u>Reading Goal #5C:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. See Goals 1 , 3 & 4	5D.1.	5D.1.	5D.1.	5D.1.		

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

Reading Goal #5D: The percentage of Students with Disability students scoring satisfactory on the 2013 FCAT/FAA will increase from 40% to 46%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	40%	46%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

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
Teach Like a Champion Book Study	K-5	Administration Teacher Leaders	All teachers	On-going	Classroom Walk-thru	Administration LLT Team
Monthly Reading Contact Meeting	K-5	DRT/Content Supervisor	Reading Contact	On-going	Teachers present at Faculty Meetings	Administration

End of Reading Goals

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

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		

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

<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. -Teachers at varying understanding of the intent of CCSS.</p>	<p>1.1. <u>Strategy:</u> Students' math skills will improve through participation in lessons designed to increase the knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. <u>Action Steps</u> -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments -Teachers bring assessment data back to the PLCs.</p>	<p>1.1. <u>Who</u> -Principal -AP <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-thru. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. <u>Leadership Team Level</u> - Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	<p>1A.1. <u>2x per year</u> District Baseline and Mid-Year Testing Form1 Form 2 EOY test <u>During the Grading Period</u> Core Curriculum Assessments (pre, mid, end of chapter unit tests)</p>		
------------------------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

<p><u>Mathematics Goal #1:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 64% to 66%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>64%</p>	<p>66%</p>					
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p>	<p>2.1. <u>Strategy</u> The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/ standards increases through participation in <u>higher order thinking questioning techniques</u>. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. <u>Action Steps</u>. -Support provided in higher order strategies during the first and second semester using strategies from "Teach Like a Champion" book.</p>	<p>2.1. <u>Who</u> -Principal -AP -PSTL <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-thru. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>2.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	<p>2.1. <u>2-3x Per Year</u> -District Baseline and Mid- Year testing <u>During Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit) -Chapter Tests</p>		
---------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

	<p><u>Planning/PLCs</u> <u>Before the Lesson</u> -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. -Within PLCs, teachers plan and write for higher order questions in upcoming lessons.</p> <p><u>In the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students’ correct answers by probing for higher-level understanding in an effective manner.</p>					
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

	<p>-During the lesson, teachers successfully engage all students in the discussion.</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective.</p> <p>-At the end of the unit, teachers administer the common assessment.</p> <p><u>After the Common Assessment</u></p> <p>-Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching using data,</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning.</p> <p><u>Administrators/Leadership Team</u></p> <p>-Through</p>					
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

		walkthroughs teachers are identified that excel in higher order thinking questioning techniques in order to set up demonstration classrooms.					
<p><u>Mathematics Goal #2:</u></p> <p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 37% to 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	37%	40%					
<p>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:</p>	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>3.1. - Need additional training to implement effective PLCs. - Not all teachers are aware of how to promote the use of Process Standards and Mathematical Practices in teaching mathematics.</p>	<p>3.1. Strategy: Students' math skills will improve through participation in lessons that have been designed with the Process Standards and Mathematical Practices in teacher mathematics. Action Steps -PLCs will discuss the use of the Process Standards and Mathematical Practices and where to find them on the district calendar math. -Teachers will assess the skills taught in the lessons to ensure mastery.</p>	<p>3.1. <u>Who</u> -Principal -AP -Subject Area Teacher/ Contact -PLC -School Math Contacts <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>3.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> - Leadership Team determines and maintains a school-wide data system to track student progress.</p>	<p>3.1. <u>2-3x Per Year</u> -District Baseline and Mid- Year testing <u>During Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit) -Chapter Tests</p>		
<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 71 points to 73 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	71 points	73 points					
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:							
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. See goals 1, and 3	4.1.	4.1.	4.1.	4.1.		
<u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 points to 64 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62 points	64 points					
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	

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

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. See goals 1, 2, and 3	5A.1.	5A.1.	5A.1.	5A.1.		
<u>Mathematics Goal #5A:</u> The percentage of White students scoring satisfactory on the 2013 FCAT/FAA will increase from 64% to 68%. The percentage of Black students scoring satisfactory on the 2013 FCAT/FAA will increase from 54% to 59%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 64% Black: 54% Hispanic: Asian: American Indian:	White: 68% Black: 59% Hispanic: Asian: American Indian:					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. See goals 1, and 3	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: The percentage of Economically Disadvantage students scoring satisfactory on the 2013 FCAT/FAA will increase from 55% to 60%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	55%	60%					
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: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following 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. See Goals 1 and 3	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> The percentage of Students with Disability (SWD) students scoring satisfactory on the 2013 FCAT/FAA will increase from 38% to 44%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38%	44%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community							
------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--

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

(PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly Math Contact Meeting	K-5	DRT/Content Supervisor	Math Contact – Primary & Intermediate	On-going	Teachers present at Faculty Meetings	Administration
Teach Like a Champion Book Study	K-5	Administration Teacher Leaders	All teachers	On-going	Classroom Walk-thru	Administration LLT Team
Deepening Understanding of CCSSM for K-1	K-1	District/Content Supervisor	Teachers in Grades K & 1	On-going	Classroom Walk-thru	Administrative Team

End of Mathematics Goals

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

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. . -Teachers are at varying skill levels with the use of inquiry with the 5E lesson plan.</p>	<p>1.1. <u>Strategy</u> Students' science skills will increase through participation in the 5E Model. <u>Action Steps</u> <u>Planning/PLCs</u> <u>Before the Lesson</u> -As a Professional Development activity in their PLCs, teachers plan for collaboratively building 5E Instructional Model using data from previous assessments to guide student groupings. -PLC teachers instruct students using the core curriculum, incorporating effective strategies and 5E activities discussed at their PLC meetings. -At the end of the unit, teachers give a common assessment</p>	<p>1.1. <u>Who</u> -Principal -AP -PSLT - Grade Level PLC's <u>How</u> -PLC logs turned into administration. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -School-based informal walk-thru form</p>	<p>1.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> - Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	<p>1.1. <u>2-3x Per Year</u> -District Baseline and Mid- Year testing <u>During Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit) -Chapter Tests Science Investigation Rubric</p>		
--------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

		<p>identified from the core curriculum material</p> <p>-Based on the data, teachers</p> <p>a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students.</p>					
<p><u>Science Goal #1:</u></p> <p>In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 58% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	58%	60%					

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

		<p>1.2. -PLC's struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-do-Check-Act "Instructional Unit" log.</p>	<p>1.2. Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following questions:</p> <ol style="list-style-type: none"> 1. <u>What is it we expect to learn?</u> 2. <u>How will we know if they have learned it?</u> 3. <u>How will we respond if they don't learn?</u> 4. <u>How will we respond if they already know it?</u> <p>Action Steps Within PLCs: PLC's will use a PLC log to monitor the following: ~Guide their Plan-Do-Check-Act conversations and way of work. ~Monitor the frequency of meetings. All grade level PLCs will collaborate a minimum of 2 times per month. Work with the core curriculum, within grade level PLCs teachers will: ~Unpack the benchmarks</p>	<p>1.2. Who -Principal -AP -PLCs -Science Contacts</p> <p><u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-thru. -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers conference with students' about individual progress towards mastery.</p>	<p>1.2. <u>2-</u> <u>3x Per Year</u> -District Baseline and Mid-Year testing</p> <p><u>During Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit) -Chapter Tests</p> <p>Science Investigation Rubric</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

			<p>and identify what students need to understand, know and do</p> <ul style="list-style-type: none"> ~Plan for checks for understanding during the unit ~Plan for the End-of-Unit assessment ~Plan for upcoming lessons/units using the 5E Instructional Model ~Reflect on the outcome of the lesson ~Analyze checks for understanding and core assessments ~Act of the core curriculum data by planning interventions for the whole class and small group ~Generate SMART Goals in PLCs for upcoming units ~Report SMART Goals on the PLC log 				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. - Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum material beyond those posted on the curriculum guide</p>	<p>2.1. Strategy Students' comprehension of science text improves when students are engaged in close reading techniques and other supplemental texts). Science teachers engage students in the close reading model using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 3 times per nine weeks. Action Steps Professional Development -The Reading Coach along with the Science contact conduct small group trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science PLCs</p>	<p>2.1. <u>Who:</u> -Principal -AP -Science Contacts -Grade Level PLCs <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-thru.</p>	<p>2.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	<p>2.1. <u>2-3x Per Year</u> -District Baseline and Mid- Year testing <u>During Grading Period</u> -Common Assessments (pre, post, mid, section, end of unit) -Chapter Tests Science Investigation Rubric</p>		
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

	<p>to co-plan with teachers, developing lessons using the close reading model</p> <p>-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><i>In PLCs</i></p> <p>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs review Close Reading Selections to determine word count and high-Lexile</p> <p>-PLCs assign appropriate NGSSS</p>					
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

		<p>benchmark to Close Reading passage</p> <ul style="list-style-type: none"> -To increase stamina, <p>teachers select high-Lexile, complex and rigorous</p> <ul style="list-style-type: none"> -Teachers debrief lessons implementation to determine effectiveness and level of student comprehension and retention of the text. <p>Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> -Guide students through text without reading or explaining the meaning of the text using the following: -Introducing critical vocabulary to ensure comprehension of text -Stating an essential 					
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

	<p>question prior to reading</p> <ul style="list-style-type: none"> -Using questions to check for understanding -Using questions to engage students in discussion. -Require oral and written responses to text -Ask text-based questions that require close reading of the text and multiple reads of the text <p><i>During the lesson, students</i></p> <ul style="list-style-type: none"> -Grapple with complex text -Re-read for a second purpose and to increase comprehension -Engage in discussion to answer essential questions using textual evidence -Write in response to essential question using textual evidence 					
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

<p>Science Goal #2: In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 20% to 23%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>20%</p>	<p>23%</p>					

Science Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Monthly Science Contact Meeting</p>	<p>K-5</p>	<p>DRT/Content Supervisor</p>	<p>Science Contacts – Primary & Intermediate</p>	<p>On-going</p>	<p>Teachers present at Faculty Meetings</p>	<p>Administration</p>
<p>Close Reading training</p>	<p>K-5</p>	<p>Reading Coach/ School Reading & Writing Contacts</p>	<p>School wide</p>	<p>January 2013 – February 2013</p>	<p>Classroom Walk-through Informal Observations</p>	<p>Administration</p>

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

End of Science Goals

Writing/Language Arts Goals

<p>Writing/ Language Arts Goals</p>	<p>Problem- Solving Process to Increase Student Achievement</p>						
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Teachers are not familiar with the new rubric for FCAT 2.0. -Teachers will need training to learn the new rubric.</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Students' writing will improve through use of Writer's Workshop/daily instruction with a focus on mode-specific writing.</p> <p>Action Steps Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the monthly formative writing prompt.)</p> <p>Plan -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-</p>	<p>1.1 <u>Who:</u> -Principal -AP - Writing Contact -PLC District Writing Team</p> <p><u>How</u> -PLC logs turned into administration. -Lesson Plans -Conference tool used with students during writing lesson</p>	<p>1.1. <u>Teacher Level</u> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery.</p> <p><u>PLC Level</u> -PLCs will look at monthly writes to determine strengths and weaknesses -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons.</p> <p><u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>	<p>1.1. Student monthly demand writes, student daily drafts, conferencing notes</p> <p>- Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric - Embedded Assessments from the core curriculum -Writing Workshop artifacts - Student portfolios</p>		
----------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

	<p>specific writing</p> <ul style="list-style-type: none"> -Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead. -Teachers implement the ideas based on specific student needs. <p>Do:</p> <ul style="list-style-type: none"> Daily/ongoing models of mode-specific writing based on teachers points. -Daily/ongoing conferencing <p>Check:</p> <ul style="list-style-type: none"> -Review daily drafts and scoring monthly demand writes. -PLC discussions to determine trends and needs <p>Act:</p> <ul style="list-style-type: none"> -Receive Professional Development in areas of need 					
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

		-Spread the use of effective practices across the school based on evidence shown in the best practices of others. -Book Study, Teach Like A Champion.					
Writing/LA Goal #1: The percentage of students scoring Level 3.5 or higher on the 2013 FCAT Writes will increase from 86% to 88%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	86%	88%					

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or</small>							
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--	--

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

PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly Writing Contact Meeting	3-5	DRT/Content Supervisor	4 th Grade Writing Teachers	On-going	Teachers present at Faculty Meetings	Administration
Rubric Moodle	3-5	DRT/Content Supervisor	3-5 Teachers	October/November	Teachers will pass Rubric Assessment and be able to score monthly writes	Administration

End of Writing Goals

Attendance Goal(s)

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

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

<p>1. Attendance</p>	<p>1.1. Students in our full-time ESE classes have many Dr. appointments and therapies that keep them out of school.</p> <p>- PLCs haven't focused on attendance data</p>	<p>1.1. To increase student attendance we are going to implement the following:</p> <ul style="list-style-type: none"> - Announce the classes with perfect attendance on the morning show. -Trophy given monthly on the Morning Show for the highest attendance % in grades K-2 and 3-5. Trophy displayed in classroom for the month. -PLCs will disaggregate attendance data -Classroom teachers will contact parents of students with 5 or more absences or tardies. -Principal, Assistant Principal, SSW or Guidance Counselor will contact parents of students who continue to be absent or tardy after the teacher has spoken to the parent of 10 or more absences or tardies. -Attendance Group (BARK Club) for students with excessive absences/ 	<p>1.1.-Principal -Assistant Principal -Guidance Counselor -Social Worker -Data Processor -Classroom Teachers</p> <p>-We will monitor monthly attendance rates and numbers of absences and tardies.</p> <p>-Classroom teachers will contact parents of students with 5 or more absences or tardies and document on parent conference form.</p> <p>-Documentation on attendance remediation form.</p> <p>Attendance Referrals to SSW.</p>	<p>1.1. We will use monthly attendance rates and monthly number of tardies, attendance Referrals to SSW.</p>	<p>1.1 Monthly Attendance reports. Instructional Planning Tool</p>		
-----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	--	--

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

		tardies. -Social Worker will follow-up on Attendance Referrals.					
Attendance Goal #1:							
1. The attendance rate will increase from 96.07% in 2011-2012 to 96.08% in 2012-2013.							
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.							
	96.07%	96.08%					
	<u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u>					
	20	18					

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

	<u>2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)</u>					
	75	67					

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to						
---------------------------	-----------------------------------	--	--	--	--	--	--

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

	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	I.1. Continue to follow school and classroom rules and consequence plan	I.1. CHAMPS will be implemented to address expectations and rules Administration conducts walk-through to ensure behavior plans are being followed in the classroom and on campus.	I.1. PSLT Team Administrative Team	I.1. PSTL Team and Administrative Team will review data on a regular basis	EASI ODR Suspension report		
<u>Suspension Goal #1:</u> 1. The total number of in-school suspensions will maintain for the 2012-2013 school year. 2. The total number of students receiving in school suspensions will maintain for the 2012-2013 school year 3. The total number of out of school suspensions will decrease by 10 %. 4. The total number of students receiving out of school suspensions will decrease by 10%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					

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

	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	10	9					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	6	5					

Suspension Professional Development

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

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

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1. Programs on campus that are scheduled during PE.	1.1. Programs will be scheduled on a limited basis and classroom teachers will be encourage to continue to take students outside for PE.	1.1. AP – Master Calendar and Scheduler PE teacher – Attendance record	1.1. Monitor teacher schedules and school-wide schedule	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.		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 77% on the Pretest to 85% on the Posttest	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	77%	85%					

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

		1.2.	1.2. Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2. Principal's designee	1.2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	
--	--	------	---------------------------------------------------------------------------------------------------------	------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
New strategies for PE	K-5	DRT/District Supervisor	PE teacher	On-going	Observations and Classroom Walk-throughs	Administration

Continuous Improvement Goal(s)

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

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

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		
<p>1. Continuous Improvement Goal</p>	<p>1.1. -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works -Teacher asking for more collaboration time.</p>	<p>1.1. -The leadership will become trained on the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. -Team Leaders and/or PLC facilitators will guide their PLC through the Plan-Do-Check-Act model. -The work will be recorded on PLC logs that are reviewed by the Leadership Team.</p>	<p>1.1. <u>Who</u> Principal Leadership Team Team Leaders PLC facilitators</p>	<p>1.1. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1. “Unit of Instruction” logs will be turned in monthly to Leadership Team.</p>		

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

Continuous Improvement Goal #1: The percentage of teachers who strongly agree that the indicator “ teachers use research-based instructional strategies, innovations, and activities to meet the needs of all students (under Teaching and Learning) will increase from 54% in 2012 to 60% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	54%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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
Train teams to use “Unit of Instruction”	K-5	Leadership Team	All teachers	September On-going updates	Unit of Instruction Log turned in monthly	Leadership Team

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

--	--	--	--	--	--	--

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. - Need additional training to implement Differentiated Instruction. -Need additional training in creating lessons using Access Points as the standard. -Make sure there is enough time in the schedule for re-teaching skills.</p>	<p>A.1. -Differentiated Instruction - Many of our students are at varying degrees of communication. Students will be ability grouped so that instruction can be given at their level. - Book Study “Teach like a Champion” - Attend specific ESE training for students with Autism</p>	<p>A.1 <u>Who</u> -Principal -Assistant Principal -ESE Specialist -ESE Teachers <u>How</u> PLC logs turned into administration. Administration provides feedback. -Classroom walk-thru observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -EET Formal evaluations (Admin. And Peer/Mentor) -Evidence of strategy in teachers’ lesson plans seen during administration walk-thru.</p>	<p>A.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -PLC unit assessment data will be recorded in a PLC data wall. -PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. -PLC facilitator will share data with the Problem Solving Leadership Team. -The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>A.1. <u>Twice a Year</u> Battelle Development Brigrance Diagnostic <u>Annually</u> Florida Alternate Assessment <u>Every Nine Weeks</u> Teacher Observations Student work</p>		
-----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

<p><u>Reading Goal A:</u> In grades 3-5, the percentage of Florida Alternate Assessment students scoring at Level 4 or above on the 2013 FAA Reading will increase from 64% to 66%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	64%	66%					
<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	B.1.	B.1.	B.1.	B.1.	B.1.		
<p><u>Reading Goal B:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

<p>CELLA Goals</p>	<p>Problem-Solving Process to Increase Language Acquisition</p>					
---------------------------	------------------------------------------------------------------------	--	--	--	--	--

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1. See Reading Goal 1, 3, and 4	1.1.	1.1.	1.1.	1.1.	
<u>CELLA Goal #C:</u> The percentage of students scoring proficiency on the Comprehensive English Language Learners Assessment subset Listening/Speaking for the 2013 school year will increase from 35% to 38%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	35%					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient in Reading.	2.1. See Reading Goal 1, 3, and 4	2.1.	2.1.	2.1.	2.1.	

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

<p><u>CELLA Goal #D:</u> The percentage of students scoring proficiency on the Comprehensive English Language Learners Assessment subset Reading for the 2013 school year will increase from 35% to 38%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>35%</p>					
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
<p>E. Students scoring proficient in Writing.</p>	<p>2.1. See Reading Goal 1, 3, and 4</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u> The percentage of students scoring proficiency on the Comprehensive English Language Learners Assessment subset <u>Writing</u> for the 2013 school year will increase from 18% to 20%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>18%</p>					

NEW Math Florida Alternate Assessment Goals

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1. - Need additional training to implement Differentiated Instruction. -Need additional training in creating lessons using Access Points as the standard. -Make sure there is enough time in the schedule for re-teaching skills.</p>	<p>F.1. -Differentiated Instruction – Many of our students are at varying degrees of communication. Students will be ability grouped so that instruction can be given at their level. - Book Study “Teach like a Champion” - Attend specific ESE training for students with Autism</p>	<p>F.1 <u>Who</u> -Principal -Assistant Principal -ESE Specialist -ESE Teachers <u>How</u> PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing strategies. -Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -EET Formal evaluations (Admin. And Peer/Mentor)</p>	<p>F.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -PLC unit assessment data will be recorded in a PLC data wall. -PLCs will review unit assessments and chart the increase in the number of students making progress on the units of instruction. -PLC facilitator will share data with the Problem Solving Leadership Team. -The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>F.1. <u>Annually</u> Florida Alternate Assessment <u>Every Nine Weeks</u> Teacher Observations Student work</p>		

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

Mathematics Goal F: In grades 3-5, the percentage of Florida Alternate Assessment students scoring at Level 7 or above on the 2013 FAA Math will increase from 64% to 66%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64%	66%					
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		
<u>Mathematics Goal G:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student						
-------------------------------------------	----------------------------------------------------	--	--	--	--	--	--

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

	Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
Science Goal J: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		J.2.	J.2.	J.2.	J.2.	J.2.	

NEW Writing Florida Alternate Assessment Goal

Writing	Problem-Solving Process to Increase						
----------------	--------------------------------------------	--	--	--	--	--	--

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

Goals	Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
Writing Goal M: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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

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
<p>STEM Goal #1: Implement and expand project/problem-based learning in math, science and technology.</p>	<p>1.1. Teachers not able to go to district level trainings because of distance and time.</p>	<p>1.1. Contact district supervisors to have some training on site</p>	<p>1.1. Administration Team will complete classroom walk through</p>	<p>1.1. Monitor Inservice records for teachers</p>	<p>1.1. Logging number of project-based learning in math & science per nine weeks.</p>
	<p>1.2. Common planning time for teacher district wide math & science events</p>	<p>1.2. Provide common planning time during Tuesday's faculty meeting minimum of 1 a month.</p>	<p>1.2. Administrative Team Science Contacts Math Contacts</p>	<p>1.2. Participation rate of students in the district wide events</p>	<p>1.2. Participation rate of students participating in the Science Olympics, Science Fair, Math Bowl and TIVITS</p>

STEM Professional Development

<p>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</p>						
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--	--

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

PLC activity PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly Science Contact Meetings		DRT/Content Supervisor	School Contacts	On-Going	Teachers will present new information at faculty meetings	Administration
Monthly Math Contact Meetings		DRT/Content Supervisor	School Contacts	On-Going	Teachers will present new information at faculty meetings	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 60% in 2011-2012 to 75% in 2012-2013.	1.1.	1.1. Provide field trips to local businesses, ie. JA BizTown Invite more parents and community members for the Great American Teach-In	1.1. Administration Team will complete classroom walk through	1.1. Keep a list of presenters for Great American Teach-In as well as any other business members who come to speak to students about career.	1.1. Survey students after field trip

CTE Professional Development

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

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

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

End of CTE Goal(s)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 4.2	Extended Learning Program	\$582.80	
Reading Goal 1.1,3.1,4.1 Math 2.1	Book Study “Teach Like A Champion”	\$400	

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

Final Amount Spent			
--------------------	--	--	--