

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Egypt Lake Elementary	District Name: Hillsborough	Sch
Principal: Lydia G. Sierra	Superintendent: MaryEllen Elia	Prin
SAC Chair: Tracey Foushee-Winfield	Date of School Board Approval:	SA

### Student Achievement Data:

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Highly Qualified Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Lydia G. Sierra	MS- Edu. Leadership  BS- Elem. Edu. /  Educational Leadership  Elem. Edu.  ESE  Primary Edu.  ESOL	7	6 years as an Assistant Principal at Lowry Elementary and 7 years as a Principal at Egypt Lake Elementary	In June of 2006, I was appointed to Principal of Egypt Lake Elementary. At that time, the school grade was a D. Egypt Lake Elementary has maintained the school grade A for three years from 2006 to 2009. The school grade for 2009-2010 was a B. In 2010-2011, the school grade was an A. In 2011-2012, the school grade was a B. In 2006-2007, 100% of the AYP Criteria was met. In 2007-2008, 95% of the AYP Criteria was met. Our AYP Status was appealed, but denied. In 2008-2009, 87% of the AYP Criteria was met. In 2009-2010, 72% of the AYP Criteria was met. In 2010-2011, 87% of the AYP Criteria was met.

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

Assistant Principal	Cristina Fernandez	MS-Edu. Leadership BS- Elem. Edu./ Educational Leadership Elem. Edu. ESOL	3	3 years as an Assistant Principal at Twin Lakes Elementary and 3 years at Egypt Lake Elementary	In February 2008-January 2010, I was the APEI at Twin Lakes Elementary and then transferred to Egypt Lake Elementary. In 2011-2012, the school grade was a B. In 2006-2007, 100% of the AYP Criteria was met. In 2007-2008, 95% of the AYP Criteria was met. Our AYP Status was appealed, but denied. In 2008-2009, 87% of the AYP Criteria was met. In 2009-2010, 72% of the AYP Criteria was met. In 2010-2011, 87% of the AYP Criteria was met.
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**Highly Qualified Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Resource	Alicia Fernandez	BS Elem.Edu and ESOL Certification	7	6	10-11: A 87% AYP 09-10: B 72% AYP 08/09: A 87% AYP 07/08: A 95% AYP 06-07: A 100% AYP

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

Reading Coach	Tracey Foushee-Winfield	BS Elem.Edu and ESOL Certification	7	7	10-11: A 87% AYP 09-10: B 72% AYP 08/09: A 87% AYP 07/08: A 95% AYP 06-07: A 100% AYP
Writing Resource	Diane Ifflander	BS Elem.Edu and ESOL Certification	1 <sup>st</sup> yr at Egypt Lake Elem.	0	

**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. School Orientation	Principal	August 2012	
2. Mentor Program	Principal	Ongoing	
3. Growth/leadership opportunities	Principal	Ongoing	
4. Hold bachelor's or higher degree in education and a valid Florida Temporary or Professional certificate	Principal	August 2012	
5. Having a major, equivalent or a passing score on the subject area exam in the subject area assigned as evidence by a valid in-field certificate	Principal	August 2012	

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

6. Teacher Interview Day	General Directors	June 2013	
7. Performance Pay	General Director of Federal Programs	July 2013	
8. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	

**Non-Highly Qualified Instructors**

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A			

**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 Full-time Teachers	% of Teachers with 1-5 Years of Exp	% of Teachers with 6-14 Years of Exp	% of Teachers with 15+ Years of Exp	% of Highly Qualified Teachers	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ES/OL Endorsed Teachers

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

nal Staff		erie nce	Exp erie nce	erie nce	De gre es	s		ac her s	cher s
48	(2) 4%	(9) 18 %	(15) 31 %	(22) 45 %	(2) 2) 45 %	(4) 8) 10 0%	(4) 8%	(1) 2%	(38) 79 %

**Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Williams	Brian Behrens – Gr. 1 (2 <sup>nd</sup> yr)	Assigned by EET	Weekly visits, ongoing planning, and modeling, lesson observations, analyze student data, classroom management and conferencing.

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

Lisa Williams	Laura Martinez-Gr. 5 (1 <sup>st</sup> yr)	Assigned by EET	Weekly visits, ongoing planning, and modeling, lesson observations, analyze student data, classroom management and conferencing.
Lisa Williams	Adriana Valenziano (1 <sup>st</sup> yr)	Assigned by EET	Weekly visits, ongoing planning, and modeling, lesson observations, analyze student data, classroom management and conferencing.



**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.

<p><b>Title 1, Part A</b></p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>	Title
<p><b>Title I, Part C- Migrant</b></p>	Title
<p><b>Title I, Part D</b></p>	Title
<p><b>Title II</b></p>	Title
<p><b>Title III</b></p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>	Title
<p><b>Title X- Homeless</b></p>	Title
<p><b>Supplemental Academic Instruction (SAI)</b></p> <p>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>	Supp
<p><b>Violence Prevention Programs</b></p> <p>Project RESPECT and Schoolwide Discipline Program</p>	Viol

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

<p><b>Nutrition Programs</b></p> <p>Free breakfast offered to all students and free lunch available for students that qualify.</p>	Nutr
<p><b>Housing Programs</b></p>	Hou
<p><b>Head Start</b></p> <p>We utilize information from students in Head Start to transition into Kindergarten.</p>	Head
<p><b>Adult Education</b></p>	Adul
<p><b>Career and Technical Education</b></p>	Care
<p><b>Job Training</b></p>	Job
<p><b>Other</b></p>	Othe

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

<p><b>School-Based MTSS/Rti Team</b></p>
<p>Identify the school-based MTSS Leadership Team.</p> <p>Principal, Assistant Principal , School Psychologist, Guidance Counselor, Social Worker, Speech Therapist, ESE Contact, Gifted Teacher, Reading Coach, and/or ELL, Reading, Writing and Math Resource Teachers</p>

## 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?

The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

Our MTSS Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main leadership team of the school. The Problem Solving Leadership Team will meet twice a month to:

- Use the MTSS problem solving model to:
  - Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
  - Determine scheduling needs, curriculum and intervention resources
  - Review/interpret student data (Academic and Behavior)
  - Organize and support systematic data collection.
  - Strengthen the Tier 1 (core curriculum) instruction:
    - Through the implementation of PLCs
    - Through the use of school-based Skill Calendars
    - Through the use of Common Assessments.
    - Through the implementation of research-based, scientifically validated instruction/interventions. Our MTSS/PSLT/RLT/PLC Teams will focus on Differentiated Instruction practices.
  - Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
  - Monitor interventions and data assessment in Tier 2 and Tier 3.
- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring
- Coordinate/collaborate with other working committees such as the Reading Leadership Team

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

- Assist in the implementation and monitoring of the Differentiated Accountability Model

Identify professional development needs and resources

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

- Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.
- The PSLT 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.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the grade area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - review and analyze screening and collateral data
  - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - develop and target interventions based on confirmed hypotheses
  - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
  - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
  - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

**MTSS Implementation**

**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.

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

**Core Curriculum (Tier 1)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible</b>
FCAT	School Generated Excel Database	Reading Coach, Resource, individual teachers, AP
Baseline and Midyear District Assessments	Scantron Achievement Series	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	PSLT, PLCs, individual teachers
Program Generated Assessments	Software (Istation, Easy CBM etc.)	Individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL Resource and AP
Common Assessments* ( <i>see below</i> ) of chapter/segments tests using adopted curriculum resources	Subject Area/Grade Level Generated Database	Individual teachers and AP

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

\*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)**

Describe the plan to train staff on MTSS.

-The MTSS information will be shared with staff. The school psychologist will attend PLCs to discuss and retrain staff members on MTSS.

-Staff will receive overview training over the course of several faculty meetings during the 2012-2013 school year. PSLT members will serve as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe plan to support MTSS.

-Professional Development sessions will occur during faculty meetings. Our school will invite our area MTSS Facilitator to visit to review our progress in implementation of MTSS and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and MTSS as they become available.

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

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

Principal, Assistant Principal , ELL Resource, Reading Coach and Reading Resource Teacher

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

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading strategies
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan
- Reading Block/scheduling
- Bottom Quartile
- Common Core
- ELP and SES Tutoring

DRT to provide assistance as needed/requested

***NCLB Public School Choice***



- Supplemental Educational Services (SES) Notification

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1</p> <ul style="list-style-type: none"> <li>- Lack of understanding of how to implement the Core Continuous Improvement Model as the emphasis has been placed on F-CIM</li> <li>-Lack of common planning time</li> <li>-Lack of common planning time to identify and analyze assessments</li> <li>-Lack of planning time to analyze data to identify best practices</li> <li>- Need additional training to implement effective PLCs.</li> <li>- Teachers at varying levels of implementation of Differentiated Instruction (both with the</li> </ul>	<p>1.1</p> <p><b>Tier 1</b> - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the <b><u>Core Continuous Improvement Model (C-CIM)</u></b> and providing <b><u>Differentiated Instruction</u></b></p> <p><b>Action Steps</b></p> <ol style="list-style-type: none"> <li>1. PLCs will base goals on each nine weeks of material.</li> <li>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</li> <li>3. PLC teachers instruct students using the core curriculum,</li> </ol>	<p>1.1</p> <p><b>Who</b></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Reading Coach</li> <li>-Team Leaders</li> </ul> <p><b>How</b></p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-Classroom walk-throughs</li> <li>-Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).</li> <li>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</li> <li>-PSLT will monitor t SIP strategies.</li> <li>-Monitoring data will be reviewed every nine weeks.</li> </ul>	<p>1.1</p> <p>PLC data will be reviewed</p> <p>PLCs will review assessments and monitor the number of students reaching mastery</p> <p>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</p>	<p>1.1</p> <p><u>3x per year</u></p> <ul style="list-style-type: none"> <li>- FAIR On-going Progress Monitoring in comprehension</li> </ul> <p><u>During the nine weeks</u></p> <ul style="list-style-type: none"> <li>- Teacher created and curriculum assessments</li> </ul>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>low performing and high performing students).</p>	<p>incorporating DI strategies from their PLC discussions.</p> <p>4. Teachers bring assessment data back to the PLCs.</p> <p>5. Based on the data, teachers discuss strategies that were effective.</p> <p>6. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>7. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>8. PLCs record their work in logs.</p>					
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**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 49% to 52%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>49%</p>	<p>52%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</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>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1</p> <p>- Teachers are at varying skill levels with higher order questioning techniques</p> <p>- PLC meetings do not focus on higher order questioning strategies</p>	<p>2.1</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve. There will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>1. PLCs will implement and use study higher level questioning techniques.</li> <li>2. Teachers bring student work and/or assessments to PLCs.</li> <li>3. As a professional development activity, PLCs use the data to discuss techniques that were successful.</li> <li>4. PLCs record their work on the PLC logs.</li> </ol>	<p>2.2</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>-Administration</li> <li>-Team Leaders</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-HCPS Informal Observation Pop-In Form (EET tool)</li> </ul>	<p>2.2</p> <p>PLCs examine student work and data.</p> <p>District walk-through/pop-in form</p> <p>Data reviewed from assessments will be analyzed at PLC meetings.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Literacy Leadership Team will review assessment data for trends.</p>	<p>2.2</p> <p><u>3x per year (Reading)</u></p> <p>- FAIR</p> <p><u>During the nine weeks</u></p> <p>-Student work</p> <p>-Chapter tests, quizzes</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<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 26% to 29%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26%</p>	<p>29%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</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>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>B.1. -PLCs 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>B.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:  1. What is it we expect them to learn?  2. How will we if they have learned it?  3. How will we respond if they don’t learn?  4. How will we respond if they already know it?__</p> <p><u>Actions/Details</u></p>	<p>B.1. <u>Who</u> -Principal -AP -Resource and Support Staff(PLC facilitators)  <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete.  -PLCs receive feedback on their logs.  -Administrators and staff attend targeted PLC meetings  -Progress of PLCs discussed at Leadership Team  -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach and/or leadership team.</p>	<p>B.1. <u>3x per year</u>  FAIR  <u>During the Grading Period</u>  Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-Grade level PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
<p><u>Reading Goal #3:</u></p> <p>In Grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 73 points to 76 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	73 points	76 points					

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

		<p>B.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.2.</p> <p><b><u>Strategy/Task</u></b></p> <p>Student achievement improves when teachers use on-going student data to <b><u>differentiate instruction</u></b>.</p> <p><b><u>Actions/Details</u></b></p> <p><b><u>Within PLCs Before Instruction and During Instruction of New Content</u></b></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><b><u>In the classroom</u></b></p> <p>-During the lessons, <b>students</b> are involved in flexible grouping techniques</p> <p><b><u>PLCs After Instruction</u></b></p> <p>-Teachers use student data to identify successful techniques for future</p>	<p>B.2.</p> <p><b><u>Who</u></b></p> <p>-Principal</p> <p>-AP</p> <p>-Resource and Support Staff (PLC facilitators)</p> <p><b><u>How</u></b></p> <p>-PLC logs turned into administration, SAL and/or coaches.</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>B.2.</p> <p><b><u>Teacher Level</u></b></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><b><u>PLC Level</u></b></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class, PLCs chart their overall progress towards the SMART Goal.</p> <p><b><u>Leadership Team Level</u></b></p> <p>-PLC facilitator share SMART Goal data with the Problem Solving Leadership Team.</p>	<p>B.2.</p> <p><b><u>3x per year</u></b></p> <p>FAIR</p> <p><b><u>During the Grading Period</u></b></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. <i>(Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</i></p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLCs.</p>		-Data is used to drive teacher support and student supplemental instruction.		
		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1</p> <ul style="list-style-type: none"> <li>- Teachers at varying skills levels with the FCIM model.</li> <li>- Teachers' implementation of the FCIM model is not consistent among subjects</li> <li>- District assessments and District calendar do not always align with school student data.</li> <li>- Lack of common planning time to develop/identify PLC based lessons and assessments</li> <li>- Lack of common planning time to analyze lesson data.</li> </ul>	<p>4.1</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the <b>FCIM</b> strategy on identified tested benchmarks in reading and Language Arts classes.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</li> <li>2. Based on the data, PLCs will use the essential skills calendar</li> <li>3. PLCs will use a combination of District and school-generated mini assessments.</li> </ol>	<p>4.1</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Reading Coach</li> <li>-Team Leader</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs</li> <li>-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form</li> <li>- Another fidelity tool will be the district calendars/timeline/logs of targeted skills reviewed by the Reading Coach and AP.</li> </ul>	<p>4.1</p> <ul style="list-style-type: none"> <li>-PLCs will review mini-assessment data.</li> <li>-For the mini-assessments, PLCs will monitor the number of students reaching mastery.</li> <li>-PLC facilitator will share data with the Problem Solving Leadership Team.</li> <li>-With the Literacy Leadership Team, the Problem Solving Leadership Team review FAIR data</li> <li>-The PSLT will review assessment data for trends.</li> </ul>	<p>4.1</p> <p><u>3x per year.</u></p> <p><u>-FAIR_</u></p> <p><u>During nine weeks</u></p> <ul style="list-style-type: none"> <li>-Mini assessment data</li> <li>-School review of assessments</li> </ul>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. PLCs will review assessments that include all mini skills covered. Based on, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. PLCs record their work in logs.</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Reading Goal #4:</u>  In Grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 70 points to 73 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	70 points	73points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<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 subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							

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

<u>Reading Goal #5:</u>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.  <b>See goals 1, 2 and 4.</b></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Reading Goal #5A:</u></p> <p>The percentage of White students scoring satisfactory on the 2013 FCAT will increase from 59% to 63%.</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

	White:59% Black:Y Hispanic:Y Asian: N/A American Indian: N/A	White:63% Black: Hispanic: Asian:N/A American Indian: N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		



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

<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
	<b>Y</b>						
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<p><u>Reading Goal #5C:</u>  Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>Y</b></p>						

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

	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APEI and ESE Contact will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <b>consistent implementation of students' IEP</b> goals, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal  ESE Contact  General education teacher  <u>How</u> IEP Progress Reports reviewed by APEI</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  - <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the SMART Goal.  <u>Leadership Team Level</u> -PLC facilitator share SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #5D:</u> The percentage of SWD students scoring satisfactory on the 2013 FCAT will increase from 17% to 27%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>17%</b></p>	<p><b>27%</b></p>					

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

		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through <u>teachers' implementation of the Plan-Do-Check-Act model</u> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p>	<p>5D.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-PLC Facilitators</p> <p>-ESE and general education teachers</p> <p><u>How</u></p> <p>PLC logs (with specific SWD information) for like grades.</p>	<p>5D.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class, PLCs chart their overall progress towards the SWD SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share SWD SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2.</p>	
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			<p><i>Plan for the “Do”</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and</i></p>				
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		<p><i><b>Student Work during the unit.</b></i></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding?</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/ PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p><b>Act on the Data</b></p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?  -How are we going to re-teach the skill differently?  -How we will know that our re-teaching/ interventions are working?				
		5D.3	5D.3	5D.3	5D.3	5D.3	

**Reading Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Success Maker Training	Gr. 3-5 teachers will be trained on this program	Pearson/Resource/Administration	Gr. 3-5 teachers will be trained on this program	Ongoing	Mid Year Review	Pearson representative and Administration
ELL Strategies	K-5 will be re-trained on ELL Strategies	ELL Resource Teacher	All staff will be re-trained	Preplanning	Lesson Plans, Observations etc.	Administration and ELL Resource
Common Core Standards	K-5 will be trained on the CCS.	District Staff	Staff will be trained according to district requirements	Ongoing	Lesson Plans, Observations etc.	Administration
MyOn	K-5 will be re-trained on MyOn.	Media Specialist	K-5 teachers will be re-trained	Ongoing	Monitor MyOn and RP	Administration and Media Specialist
Reading Trainings based on teacher needs	K-5 Teachers	Staff/District	K-5 Teachers	Ongoing	Lesson Plans and Observations etc.	Administration
Reading updates from district monthly meeting	K-5 Teachers	Reading Resource and Reading Coach	K-5 Teachers	Ongoing	Student work samples, Observation, and Lesson Plans	Administration and Writing Resource

*End of Reading Goals*

**Elementary Mathematics Goals**

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

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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

<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1</p> <p>- Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum.</p> <p>-Lack of common planning time to discuss best practices before instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to</p>	<p>1.1</p> <p><b>Tier 1</b> - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the <b>Core Continuous Improvement Model (C-CIM)</b> with core curriculum and providing <b>Differentiated Instruction.</b></p> <p><u>Action Steps</u></p> <p>1. PLCs will write goals.</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized.</p>	<p>1.1</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Math Teachers</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-PSLT will be review data.</p>	<p>1.1</p> <p>PLC data will be recorded.</p> <p>PLCs will review unit assessments and monitor students mastery.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for trends.</p>	<p>1.1</p> <p><u>2x per year</u></p> <p>District and Mid-Year Testing</p> <p><u>During the Nine Weeks</u></p> <p>-Chapter Tests</p> <p>-Benchmark mini assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>8. Teachers provide Differentiated Instruction to</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		targeted students (remediation and enrichment).  9. PLCs record their work in logs.					
<b>Mathematics Goal #1:</b>  In Grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 42% to 44%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42%	44%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1</p> <p>- Teachers are at varying skill levels with higher order questioning techniques.</p> <p>- PLC meetings do not focus on higher order questioning strategies for upcoming lessons.</p>	<p>2.1</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in higher level questioning. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>1. Teachers assess students by having them identify and create different levels of questions.</li> <li>2. Teachers bring student work and/or assessments to PLCs.</li> <li>3. As a professional development activity, PLCs use the data to discuss techniques that were successful.</li> <li>4. PLCs record</li> </ol>	<p>2.2</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>-Administration</li> <li>-Math Teachers</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-HCPS Informal Observation Pop-In Form (EET tool) <i>(which has HOTS as a strategy listed on the form.)</i></li> </ul>	<p>2.2</p> <p>PLCs examine student work and data.</p> <p>Data from review of unit assessments and student work will be analyzed at PLC meetings.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for trends.</p>	<p><u>2.2</u></p> <p><u>2x per year</u></p> <p>District and Mid-Year Testing</p> <p><u>During the nine weeks</u></p> <ul style="list-style-type: none"> <li>-Student work</li> <li>-Chapter tests</li> </ul>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		their work on the PLC logs.					
<u>Mathematics Goal #2:</u>  In Grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 13% to 15%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13%	15%					

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

		<p>2.2</p> <p>- Students not appropriately identified</p>	<p>2.2</p> <p>Students math skills will improve through meeting students need by appropriate level placement</p> <p>Strategy</p> <p><u>Action Steps</u></p> <p>Through data analysis of FCAT, baseline data, classroom assessments and student performance, AP and teachers group students based on the data.</p> <p>3. As a professional development activity, Teachers bring student assessments and discuss placements and strategies.</p> <p>4. PLCs record their work on the PLC logs.</p>	<p>2.2</p> <p><u>Who</u></p> <p>AP</p> <p>Teachers</p> <p><u>How Monitored</u></p> <p>Student data</p>	<p>2.2</p> <p>AP reviews District baseline and mid-year assessments and Instructional Planning Tool Data</p>	<p>2.2</p> <p>District baseline and mid-year assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.3	2.3	2.3 <u>Who</u>	2.3	2.3 <u>2-3x Per Year</u>	
				<u>How</u>		<u>During Nine Weeks</u>	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>3.1 -Lack of infrastructure to support technology  -Lack of technology hardware  -Teachers at varying understanding of the intent of the NGSSS</p>	<p>3.1 <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of <b>technology and hands-on activities</b> to implement the Next Generation Sunshine State Standards.  <u>Action Steps</u>  1. PLCs write goals. ■  2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.  3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</p>	<p>3.1 <u>Who</u>  - AP  - Teachers  <u>How Monitored</u>  -PLC logs turned into administration. Administration provides feedback.  -Classroom walk-throughs observing this strategy.  -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.  -HCPS Informal Observation Pop-In Form (EET tool).__</p>	<p>3.1 PLCs will review unit assessments and monitor student mastery.  PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for trends.</p>	<p>3.1 <u>2x per year</u>  District Baseline and Mid-Year Testing  -  <u>During the Nine Weeks</u>  -Chapter Tests  -Benchmark mini assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity, teachers use data to discuss strategies that were effective.</p> <p>7. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>8. PLCs record their work in the PLC logs.</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><b>Mathematics Goal #3:</b> In Grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 63 points to 65points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	63points	65 points					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
<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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1 - Teachers at varying skill levels with the FCIM model. - Lack of common planning time to develop/ identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons within the District pacing guide.</p>	<p>4.1 <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through teachers using the <b>FCIM</b> strategy.  <u>Action Steps</u> 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential skills that need reinforcement and/ or remediation. 2. Based on the data, PLCs will use the district timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. 3. As a Professional Development activity in their PLCs, teachers identify and/or</p>	<p>4.1 <u>Who</u> Teachers Principal AP  <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -Another fidelity tool will be the district calendars/timeline/ of targeted skills to be reviewed. - PSLT will review the calendars/logs.</p>	<p>4.1 -PLCs will review mini-assessment data.  -For the mini-assessments, PLCs will monitor students mastery.  PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes skills covered.</p>	<p>4.1 <u>2x per year</u> District Baseline and Mid-Year Testing  <u>During the Nine Weeks</u> -Benchmark mini assessments -Unit and/or Segment assessments - School-generated assessments of skills covered.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. PLCs record their work in logs.</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Mathematics Goal #4:</u> In Grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 points to 64 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	62 points	64 points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<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 subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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

<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							
<p><u>Math Goal #5:</u></p>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b></p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.  <b>See goals 1, 2, 3, and 4.</b></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		

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

<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 45% to 51%.</p>							
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 32% to 39%.</p>							
<p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 41% to 47%.</p>							

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

	White: 45% Black:32% Hispanic:41% Asian:N/A American Indian:N/A	White:51% Black:39% Hispanic:47% Asian:N/A American Indian:N/A					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5B.1.  See goals 1,2,3 and 4</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</u>  The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 45% to 54%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>45%</b></p>	<p><b>54%</b></p>					

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

		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core classes.</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/ standard improves by attending trainings and implementing strategies.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed ELL strategies into core content lessons.</p> <p>-ERT models lessons.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teacher</p> <p><u>How</u></p> <p>-Administrative walk throughs.</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes..</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERT meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERT meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		-Based on data math teachers differentiate instruction to remediate/enhance instruction.					
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 38% to 43%.							
	<b>38%</b>	<b>43%</b>					



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

		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p>	<p>5C.2.</p> <p><u>Action Steps</u></p> <p>-ESOL Resource Teacher (ERT) provides professional development.</p> <p>- ERT models lessons using ELL strategies for ELLs.</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teacher</p> <p><u>How</u></p> <p>-Administrative walk-throughs</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERT meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team</p>	<p>5C.2.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

					to review performance data and progress of ELLs (inclusive of LFs)		
		<p>5C.3</p> <p>-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs</p>	<p>5C.3</p> <p>ELLs (LYA, LYB &amp; LYC) comprehension of course content/ standards improves through participation in the following <b>day-to-day accommodations on core content</b> and district assessments in math:</p> <p>-Extended time (lesson and assessments)</p> <p>-Small group testing</p> <p>-Para support (lesson and assessments)</p> <p>-Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teacher</p> <p><u>How</u></p> <p>-Administrative walk-throughs</p>	<p>5C.3</p> <p>Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3.</p>	

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

		<p>5C.4</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4</p> <p>ELLs (LYA, LYB &amp; LYC) comprehension of course content/ standards improves in math through teachers working collaboratively to focus on ELL student learning.</p> <p><u>Action Steps</u></p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies into the math lessons.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL</p> <p>-Differentiate Instruction lessons in math</p> <p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/teachers plan for upcoming lessons/units using strategies based on ELLs needs.</p> <p>-PLCs math teachers plan for</p>	<p>5C.4</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teacher</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERT meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator share SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, PLCs/teachers plan interventions for targeted ELL students.</p>		to review performance data and progress of ELLs (inclusive of LFs)		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APEI and ESE Contact will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal  <u>How</u> IEP Progress Reports reviewed by APEI and ESE Contact</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  -For each class, PLCs chart their overall progress towards the SWD SMART Goal.  <u>Leadership Team Level</u> -PLC facilitator share SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Mathematics Goal #5D:</u> The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 31% to 43%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>31%</b></p>	<p><b>43%</b></p>					

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

		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><b><u>Strategy/Task</u></b></p> <p>SWD student achievement improves through teachers' implementation of the <b><u>Plan-Do-Check-Act model</u></b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b><u>Actions</u></b></p> <p><b><i>Plan</i></b></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p>	<p>5D.2.</p> <p><b><u>Who</u></b></p> <p>-Principal</p> <p>-AP</p> <p><b><u>How</u></b></p> <p>-PLC logs turned into administration. Administration provide feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration and/or leadership team.</p>	<p>5D.2.</p>	
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			<p><i>Plan for the "Do"</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p> <p><i>Reflect on the "Do"'</i></p>				
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		<p><i>Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p><b>Act on the Data</b></p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>to do about SWD not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		5D.3	5D.3	5D.3	5D.3	5D.3	

*End of Elementary Mathematics Goals*

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Success Maker Training	Gr. 3-5 teachers will be training on this program	Pearson/Resource/ Administration	Success Maker Training	Ongoing	MidYear Review	Pearson Representative and Administration
Math Trainings based on teacher needs	K-5 Teachers	Staff/District	K-5 Teachers	Ongoing	Lesson Plans and Observations etc.	Administration
(First in Math-Sept. 2012) Item Analysis Training	K-5 Teachers	AP	K-5 Teachers	Ongoing	Student data	Administration
Math updates from district monthly meeting	K-5 Teachers	Math contacts	K-5 Teachers	Ongoing	Student work samples, Observation, and Lesson Plans	Administration and Writing Resource

*End of Mathematics Goals*

**Elementary Science Goals**

Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>1.1 -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.  -Not all teachers are able to attend available science trainings on dates available by the district.  -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.  -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry</p>	<p>1.1 <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of <b><u>inquiry based instruction</u></b> (such as student engagement, explore time, accountable talk and higher order questioning) during instruction.  <u>Action Steps</u> 1. Teachers will attend District Science training and share</p>	<p>1.1 <u>Who</u> Principal AP Teachers  <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback.  - Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs.  -Classroom walk-throughs observing inquiry based instruction.</p>	<p>1.1 Science PLCs will review unit assessments and target students reaching at least 80% mastery.  PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data.</p>	<p>1.1 <u>2x per year</u>  District-level baseline and mid-year tests  <u>During the nine weeks</u>  - Mini Assessments -Unit assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>model.</p> <p>-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>information with their PLCs.</p> <p>2. PLCs will write goals.</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>4. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>7. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.</p> <p>9. PLCs record their work in the PLC logs</p>					
<p><u>Science Goal #1:</u></p> <p>In Fifth Grade, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 30% to 32%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	30%	32%					



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

		<p>1.2</p> <p>-Teachers are at varying skill levels in the use of inquiry model</p> <p>-PLC are not being implemented correctly</p>	<p>1.2</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum.</p> <p><u>Action Steps</u></p> <p>1. Teachers will attend District Science training and share information with their PLCs.</p> <p>2. PLCs will write goals.</p> <p>3. Teachers will give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss effectiveness of Lesson Plans.</p> <p>8. Based on data, PLCs use the problem-solving process.</p> <p>9. PLCs record their work in the PLC logs.</p>	<p>1.2</p> <p><u>Who</u></p> <p>Principal</p> <p>AP</p> <p>Teachers</p> <p><u>How Monitored</u></p> <p>-PLC logs turned into administration.</p> <p>-Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>- Classroom walk-throughs observing this strategy.</p>	<p>1.2</p> <p>PLCs will review evaluation data.</p> <p>PLCs will review assessments and increase in the number of students reaching at least 80% mastery.</p> <p>Problem Solving Leadership Tea will review data for positive trends.</p>	<p>1.2</p> <p><u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p><u>During the nine weeks</u></p> <p>- Mini Assessments</p> <p>-Unit assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3</p> <p>- Teachers at varying skills levels with the FCIM model.</p> <p>- Teachers' implementation of the FCIM model is not consistent across classes.</p>	<p>1.3</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through teachers using the <b>FCIM</b>.</p> <p>—</p> <p><u>Action Steps</u></p> <p>1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</p> <p>2. Based on the data, PLCs develop timeline/ calendar for re-teaching the essential skills and/or standards covered in the core curriculum.</p> <p>3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and/or mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments.</p> <p>4. Teachers implement the mini lessons and mini assessments.</p>	<p><u>1.3</u></p> <p><u>Who</u></p> <p>Teacher</p> <p>Principal</p> <p>AP</p> <p>Teachers</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Classroom walk-throughs observing this strategy. Monitoring data will be reviewed every nine weeks.</p> <p>-Another fidelity tool will be the PLC calendars/ timeline/ logs of targeted skills reviewed by the administration.</p> <p>- PSLT will review the calendars/logs and make progress statements at the end of each nine weeks.</p> <p>—</p>	<p>1.3</p> <p>-PLCs will review mini-assessment data.</p> <p>-For the mini-assessments, PLCs will monitor the number of students reaching at least 80% mastery.</p> <p>PLCs will review evaluation data. PLC will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review data.</p>	<p><u>1.3</u></p> <p>—</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Nine Weeks</u></p> <p>-Benchmark mini assessments</p> <p>-Unit and/or Chapter assessments</p> <p>- School-generated nine week assessment</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>7. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. 8. PLCs record their work in logs.</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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p>	<p>2.1 - Teachers are at varying skill levels (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of HOTS/ level questioning.</p>	<p>2.1 <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.  <u>Action Steps</u> 1. Demonstration classrooms are identified. 2. Teachers attend on-going training provided by the district. 3. As a Professional Development activity in their PLCs, teachers discuss strategies and how they can be implemented in lessons.</p>	<p>2.2 <u>Who</u> -Administration  Teachers  <u>How</u> -PLC logs turned into administration. Administration provides feedback.  -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.  -Classroom walk-throughs observing this strategy.</p>	<p>2.2 PLCs examine student work and data from quizzes and other assessments. Data from review of unit assessments be analyzed at PLC meetings.  PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends.</p>	<p><u>2.2</u> <u>2x per year</u>  District Baseline and Mid-Year Testing  <u>During the nine weeks</u>  -Student work -Chapter tests</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>4. Teachers implement the targeted higher order questioning strategies in their lessons.</p> <p>5. Teachers implement the common assessments.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. PLCs record their work in the PLC logs.</p> <p>8. PLCs will write goals.</p>					
<p><u>Science Goal #2:</u></p> <p>In Fifth Grade, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 7%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	5%	7%					

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

		<p>2.2</p> <p>- Need additional training to implement effective PLCs.</p>	<p>2.2</p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ science comprehension will improve through teachers using the <b>Continuous Improvement Model</b> with core curriculum and providing <b>Differentiated Instruction</b> as a result of the problem-solving model.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>1. PLCs will write goals.</li> <li>2. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons.</li> <li>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</li> <li>4. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions.</li> </ol>	<p>2.2</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Teachers</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-PLC logs turned into administration. Administration provides feedback.</li> <li>-Evidence of strategy in teachers’ lesson plans seen during administration classroom walk-throughs</li> </ul>	<p>2.2</p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery.</p> <p>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.</p>	<p>2.2</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Nine Weeks</u></p> <p>-Unit assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss strategies that were effective.</p> <p>8. Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to mini-lessons or re-teach for the whole class 3) decide what skills need to re-taught to targeted students (remediation and enrichment).</p> <p>9. PLCs record their work in the PLC logs.</p>				
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

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

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

**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
STEM Fair/Science Olympics trainings	K-5 Teachers	Science Building Representative	K-5 Teachers	Ongoing	Administration	Administration, AGP, Team Leaders
Science Trainings based on teacher needs	K-5 Teachers	Staff/District	K-5 Teachers	Ongoing	Lesson Plans and Observations etc.	Administration
Science updates from district monthly meeting	K-5 Teachers	Science contacts	K-5 Teachers	Ongoing	Student work samples, Observation, and Lesson Plans	Administration and Writing Resource

*End of Science Goals*



**Writing/Language Arts Goals**

<b>Writing/ Language Arts Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of  Strategy	Evaluation Tool		

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

<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1 Teachers lacked updated rubric/ scoring</p>	<p>1.1 <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ writing skills will improve through teachers using the <b><u>Core Continuous Improvement Model</u></b> (C-CIM) with core curriculum. School will implement embedded writing assessments in the core curriculum and <b><u>monthly/ongoing formative writing assessments</u></b> to monitor student progress/ improvement.  <b><u>Action Steps</u></b>  1. Based on baseline data, PLCs will address goals.  2. PLCs will participate in discussions that share PLC data, trends, and</p>	<p>1.1 <b><u>Who</u></b> Principal APEI PLCs  <b><u>How Monitored</u></b> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool).</p>	<p>1.1 PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the rubric. PLCs will monitor the increase in the number of students reaching 4.0 or above on the monthly writing prompt.  PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1 - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric  - Embedded writing assessments from the core curriculum  - Student portfolios</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>best-practice instructional strategies.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>4. Students will complete scaffold activities prior to required Embedded Assessments and teachers will share reflections of student growth or need in order to inform instruction.</p> <p>5. Teachers and students will engage in metacognitive reflection of embedded assessments to celebrate attainment of writing skills and goals and to identify continuing needs and adjust instruction.</p> <p>6. PLCs will meet and discuss</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students.</p> <p>7. PLCs will set new goals.</p> <p>8. PLCs record their work in the PLC logs.</p>					
<p><u>Writing/LA Goal #1:</u></p> <p>In Grade 4, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 90% to 92%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	90%	92%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Writing/Language Arts Professional Development**

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

**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 Facilitators	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
Rubric/Scoring Training	Gr. 2 and 5		Gr. 2 and 5 Teachers	Ongoing	Inservice turned into administration.	APEI
Writing Training	K-5 Teachers	Writing Resource	K-5Teachers	Preplanning	Student work samples, Observation, and Lesson Plans	Administration and Writing Resource
Writing updates from district monthly meeting	K-5 Teachers	Writing Resource	K-5 Teachers	Ongoing	Student work samples, Observation, and Lesson Plans	Administration and Writing Resource

*End of Writing Goals*

**Attendance Goal(s)**

<b>Attendance Goal(s)</b>	<b>Problem-solving</b>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<b>Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	<p>1.1.</p> <p>-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p> <p>-Lack of time to focus on attendance</p> <p>-Lack of staff to focus on attendance</p>	<p>1.1.</p> <p>The Administration Team along with other appropriate staff to review the school’s Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives</p>	<p>1.1.</p> <p>DP/AP will run Attendance/Tardy meetings with appropriate reports</p> <p>AP will maintain data base</p> <p>Social Worker</p> <p>Guidance Counselor</p> <p>DP</p>	<p>1.1.</p> <p>Administration Team and subset of PSLT will examine data</p>	<p>1.1.</p> <p>Attendance Report</p> <p>Tardy Report</p> <p>Attendance Plan</p> <p>Student Recognition at Awards Assembly</p> <p>Recognize student attendance each grading period with a schoolwide incentive</p>		

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

Attendance Goal #1:	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Attendance Rate:*</u>	<u>Attendance Rate:*</u>					
<p>The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013.</p>							
<p>-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 84% in 2011-2012 to 82% in 2012-2013.</p>							
<p>-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 135 in 2011-2012 to 133 in 2012-2013.</p>							
	95.27%	96%					
	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u>  <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Absences</u>  <u>(10 or more)</u>					
	84	82					

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

	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	135	133					
		1.2.  See 1.1	1.2.  When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	1.2.  See 1.1	1.2.  See 1.1	1.2.  See 1.1	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Professional  
Development  
(PD) aligned with**

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012



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

**Strategies through  
Professional  
Learning  
Community (PLC)  
or PD Activity**

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	Administration	APEI	Staff meeting	ongoing	Review plan and student data every 20 days and monitor attendance at PLCs	APEI

*End of Attendance Goals*

**Suspension Goal(s)**

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Suspension</b>	<p>1.1</p> <p>There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p> <p>The schoolwide behavior plan using Eagle Dollars for the Eagle Store, Project Respect Training and Monthly Character Traits will continue.</p>	<p>1.1</p> <p><b>Tier 1:</b> Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.</p>	<p>1.1</p> <p>PSLT will review behavior data</p>	<p>1.1</p> <p>PSLT will review behavior data on Office Discipline Referrals and out of school suspensions.</p>	<p>1.1</p> <p>Suspension data cross-referenced with mainframe discipline data</p>		

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

<p><b>Suspension Goal #1:</b></p> <p>The total number of In-School Suspensions will remain the same in 2012-2013.</p> <p>-The total number of students receiving Out-of-School Suspension will remain the same in 2012-2013.</p>	<p><u>2012 Total Number of</u></p> <p><u>In -School Suspensions</u></p>	<p><u>2013 Expected Number of</u></p> <p><u>In- School Suspensions</u></p>					
	8	8					
	<p><u>2012 Total Number of Students Suspended</u></p> <p><u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u></p> <p><u>In -School</u></p>					
	8	8					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of</u></p> <p><u>Out-of-School Suspensions</u></p>					
	10	10					
	<p><u>2012 Total Number of Students Suspended</u></p> <p><u>Out- of- School</u></p>	<p><u>2013 Expected Number of Students Suspended</u></p> <p><u>Out- of-School</u></p>					
	8	8					

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

		<p>1.2 1. PS 2 LT will revis ew ag "M ana gin d g M and o va Mot tiva ting " PS dat a and ma ke rec om me nda tion s to the PS LT for add itio nal trai nin g in</p>	<p>1.2 PSL T Su "M sp Man en gin si agig on ng and da an Motta d ivat cro ing" ss- ref ere nc ed w ith ma in fra me di sci pli ne dat a and out of sch ool sus pen sion s in targ eted</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		classroom management for teachers in need (e.g. CHAMPS training)	classrooms.					
		1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2 PSLT will review “Managing and Motivating” data and make recommendations to the PSLT for additional training in classroom management for teachers in need (e.g., CHAMPS training)	1.2 “Managing and Motivating” PSLT	1.2 PSLT “Managing and Motivating” will review data on Office Discipline Referrals (ODRs) and out of school suspensions in targeted classrooms.	1.2 Suspension data cross-referenced with mainframe discipline data		
		1.3 Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3 <b>Tier 2:</b> “Check and Connect” program will be implemented to support students.	1.3 Guidance Social Worker School Psychologist	1.3 The Problem Solving Leadership Team will review suspension data and report progress to PSLT.	1.3 Monthly Data		

**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
Schoolwide Discipline Plan and Bullying	All Staff	APEI and Guidance Counselor	Staff meeting	Preplanning and ongoing	Review plan and student data	APEI

*End of Suspension Goals*

**Parent Involvement Goal(s)**

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Parent Involvement</b>  <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Parent Involvement</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>					



		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

**Parent Involvement Professional Development**

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

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

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

**Health and Fitness Goal(s)**

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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**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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Health and Fitness Goal</b></p>	1.1.	<p>1.1. Water and bike safety rules will be identified.</p> <p>Elementary students will engage in 150 minutes of physical education per week in grades Kindergarten through Grade 5.</p>	1.1. PE Specialist	1.1. Lesson plans of PE Teacher	1.1. Assessment, Data Collection, observations		
<p><u>Health and Fitness Goal #1:</u></p> <p>Students will learn about water safety and bike safety.</p> <p>Increase the number of students scoring in the "Healthy Fitness Zone" by 10% on the PACER test for assessing aerobic capacity and cardiovascular health in Fifth Grade Students.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

	<b>80%</b>	<b>82%</b>					
		1.2.	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team	1.2. HEART Team	1.2. HEART Plan	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
		1.3.	1.3. Use of the playground or equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	1.3. PE Teacher	1.3..Lesson plans of PE Teacher	1.3 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	Person or Position Responsible for Monitoring
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**Continuous Improvement Goal(s)**

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Continuous Improvement Goal</b></p>	<p>1.1</p> <ul style="list-style-type: none"> <li>- Not enough time to meet</li> <li>-Change in staff assignments: Social Worker and School Psychologist</li> </ul>	<p>1.1</p> <p>All teams will have PLCs the first Monday of each month. Teams will additionally meet as determined by each team so that students' academic needs are met and/or through the MTSS Process.</p>	<p><u>1.1</u></p> <p><u>Who</u></p> <p>Administration</p> <p><u>How</u></p> <ul style="list-style-type: none"> <li>- Administration will review PLCs logs and provide feedback.</li> </ul>	<p>1.1</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.1</p> <p>PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>		
<p><u>Continuous Improvement Goal #1:</u></p> <p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 58% in 2012 to 60% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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

	58%	60%					
		<p>1.2</p> <ul style="list-style-type: none"> <li>- Staff trained in PLCs but not in place correctly</li> <li>- PLC Facilitators/ Subject Area Leaders are all trained to lead PLCs but not in place correctly.</li> <li>- Difficulty making the transition for keeping meetings curriculum and student focused.</li> </ul> <p>1.2</p> <ul style="list-style-type: none"> <li>- PLCs do not always have a clear focus</li> <li>- PLCs not sure what they should be doing in the meetings.</li> </ul>	<p>1.2</p> <p>Key staff will continue to provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area PLCs.</p> <p>A PLC will be modeled at a Faculty meeting.</p>	<p>1.2</p> <p><u>Who</u></p> <p>Principal and trained staff members</p> <p><u>How</u></p> <ul style="list-style-type: none"> <li>- Administration will review PLCs logs and provide feedback.</li> </ul>	<p>1.2</p> <p>PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.2. PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>	

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

		<p>1.3 PLC log templates will be created. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.</p>	<p>1.3 <u>Who</u> Administration  Teachers who have received District training in PLCs and PLC Facilitation  <u>How</u> - Administration will review PLCs logs.</p>	<p>1.3 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.3. PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>	<p>1.3.</p>	
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**Continuous Improvement Goals Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

PLCs	K-5	Administration and staff	School-Wide	Faculty Meeting in September	Administration monitoring and walk-throughs of PLC meetings	Administration
				ongoing		

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	A.I.	A.I.	A.I.	A.I.	A.I.		
<p><u>Reading Goal A:</u>  N/A</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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

		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	B.1.	B.1.	B.1.	B.1.		

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

Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

**NEW Comprehensive English Language Learning Assessment (CELLA) Goals**

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1. <b>See Reading ELL Goal 5C.1, 5C.2,5C.3 and 5C.4</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u>  The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 39% to 41%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>39%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

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

Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p><b>D. Students scoring proficient in Reading.</b></p>	<p>2.1.   <b>See Reading ELL Goal 5C.1, 5C.2,5C.3 and 5C.4</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	

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

<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 32% to 34%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<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>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

<b>E. Students scoring proficient in Writing.</b>	2.1. <b>See Reading ELL Goal 5C.1, 5C.2,5C.3 and 5C.4</b>	2.1.	2.1.	2.1.	2.1.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 35% to 37%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

<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>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b></p>	F.1.	F.1.	F.1.	F.1.	F.1.		
<p>Mathematics Goal F:</p> <p>N/A</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
		F.2.	F.2.	F.2.	F.2.	F.2.	

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

		F.3.	F.3.	F.3.	F.3.	F.3.	
<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	G.1.	G.1.	G.1.	G.1.	G.1.		

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

Mathematics Goal G: _____	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

**NEW Science Florida Alternate Assessment Goal**

Elementary Science Goals	Problem- Solving Process to Increase Student Achievement						
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	J.1.	J.1.	J.1.	J.1.	J.1.		
<p>Science Goal J:  N/A</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

	<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>					
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**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>M. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u>  N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		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				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Increase the number of and participation in STEM competitions and events, including STEM Fair, Science Olympics etc.</p> <p>Incorporate STEM in ELP Lessons</p>	<p>1.1.</p> <p>Common planning time with other STEM Teachers</p>	<p>1.1.</p> <p>STEM PLCs</p>	<p>1.1.</p> <p>STEM Contacts</p> <p>Administration</p> <p>Grade levels</p> <p>Team Leaders</p>	<p>1.1.</p> <p>Documentation of practices</p>	<p>1.1.</p> <p>Effectiveness of lessons</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**STEM Professional Development**

**Professional Development**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012



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

**(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
STEM Fair Training	K-5	STEM Contacts	K-5 Teachers	ongoing	STEM Fair Projects	APEI
Science Olympics	K-5	STEM Contacts	K-5 Teachers	ongoing	Science Olympics participation	APEI

*End of STEM Goal(s)*

**Elementary CTE Goal and Strategies**

*By Paul Gansemer*

**NEW**

CTE 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	Strategy Fidelity Check	Strategy Data Check	Evaluation Tool
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 1 in 2011-2012 to 5 in 2012-2013.		1. Use career workbooks, videos, and activities.			
		2. Implement guidance and/or APC Middle School presentations/visits (from feeder patterns and magnet) regarding CTE coursework options.			Log of Middle School presentations regarding CTE course options.
		3. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.			Log of CTE special speakers

**Elementary CTE Professional Development**

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Teachers	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Teachers	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
Integration of career opportunities in core academic areas						Guidance Counselor
Availability of career coursework at the Feeder Middle Schools		Guidance Counselor and middle school staff	-Guidance Counselors - District staff			Guidance Counselor

**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.)

<b>School Differentiated Accountability Status</b>		
Priority	Focus	<input type="checkbox"/> Prevent

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

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

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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
	TBD		
Final Amount Spent			

- August/September – Assist in the SIP Development
- October
  - Review baseline data
  - Begin planning for a SAC-sponsored Family Reading, Math/Science, FCAT Nights
- November
  - Review reading objectives
  - Review the first nine weeks student evaluation tool data and strategy fidelity check information.
- December – Review writing objectives
- January
  - Review math objectives
- February
  - Review mid-year data
  - Review the second nine weeks student evaluation tool data and strategy fidelity check information.

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

- March
  - Review science objectives
- April
  - Review the Attendance, Health and Fitness, and Continuous Improvement Goals
- May
  - Review the third nine weeks student evaluation tool data and strategy fidelity check information.  
Discuss ideas for the 2013-2014 SIP