

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Muller Elementary	District Name: Hillsborough
Principal: Wendy Harrison	Superintendent: Mary Ellen Elia
SAC Chair: Robin Snyder	Date of School Board Approval: Pending Board Approval

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Wendy Harrison	M.ED. Leadership B.A. Elementary Education ESOL	3	8	11/12 B 10/11 B 69% 09/10 B 95% 08/09 A 100% (Former School Gorrie Elementary)
Assistant Principal	Robin Snyder	M.ED. Leadership B.A. Elementary Education ESOL	2.5	7	11/12 B 10/11 B 69% 09/10 C 85% (Former School Palm River) 08/09 B 95% (Former School Palm River)

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	Amanda Newberry	K-6 M.A. Education and Collaborative Teaching and Learning	3	4	11/12 B 37% 4 and above, 67% 3 and above 10/11 B 69% AYP 09/10 B 95% AYP
Science	Glenda Tombs	B.A. Elementary Education	4	5	11/12 B 22% 4 and above, 63% 3 and above 10/11 B 69% AYP 09/10 B 95% AYP
Math	Kelly Turnisky	B.A. Elementary Education	7	1	11/12 B 32% 4 and above, 62% 3 and above 10/11 B 69% AYP 09/10 B 95% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. District Mentor Program	District Peer	On-going	
3. District Peer Program	District Peer	On-going	
4. Peer Coaching Program	Principal	On-going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6	Depending on the needs of the teacher, the following strategies are implemented. <u>Administrators will:</u> Meet with the teachers twice a year to discuss progress on: <ul style="list-style-type: none"> • Completing courses needed for ESOL endorsement

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
35	3% (1)	37% (13)	43% (15)	17% (6)	31% (11)	83% (29)	0% (0)	0% (0)	54% (19)

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
Brandi Bartkiewicz (EET Mentor)	Julia Elser Glenda Tombs Elvira Virgili Shari Jeffries	The mentor is part of the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Robin Snyder (School-Based Mentor)	Kathy Dimitrievski Melissa Radulich Elizabeth Evans	Ms. Snyder has over 20 years experience in the education field, having spent 17 years as a classroom teacher. She also has worked as a district trainer with both the reading and writing departments.	On-going monthly meetings, observations with feedback.

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Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant NA</p>
<p>Title I, Part D NA</p>
<p>Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools</p>
<p>Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>
<p>Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs Peace Scholars Curriculum Peer Mediation Mendez Foundation School Guidance and Social Work Programs</p>
<p>Nutrition Programs The district School Nutrition services department creates an innovative, efficient and cost effective student nutrition program that is nationally regarded as the best. Both school and community embrace and actively support the importance of student nutrition as a vital part of daily education.</p>
<p>Housing Programs NA</p>
<p>Head Start We utilize information from students in Head Start to transition into Kindergarten.</p>
<p>Adult Education NA</p>

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Career and Technical Education NA
Job Training NA
Other

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

School-Based MTSS/Rti Team
<p>Identify the school-based MTSS Leadership Team.</p> <p>Administrators School Psychologist Social Worker VE Teachers AGP Teacher SLP Teacher Guidance Counselor Reading Coach Math Coach</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The purpose of the MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and all decisions are guided by the review and analysis of student data.</p> <p>The MTSS is considered the main leadership team in our school. The MTSS will meet 2-4 times monthly and use the problem solving process to:</p> <ul style="list-style-type: none"> • Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) • Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through: <ul style="list-style-type: none"> ○ Tutoring during the day in small group push-in in reading, math and science ○ Extended Learning Programs during school ○ Designated intervention block • Create, manage and update the school resource map • Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Review and interpret student data (academic, behavior and attendance) at the school and grade levels • Organize and support systematic data collection as needed • Strengthen the Tier 1 (core curriculum) instruction through the:

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- Implementation and support of PLCs
- Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
- Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
- Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate/*integrate* with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the MTSS and PLCs.
 - At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
 - Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
 - Work collaboratively with the PLCs in the implementation of the FCIM and progress monitoring.
 - Coordinate/collaborate with other working committees, such as the Literacy Leadership team (monitors the embedding/integrating reading and writing strategies across all other content areas).
 - Use agenda request to communicate initiatives between the PLC's and MTSS.

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

- The Chair of SAC is a member of the MTSS.
- The MTSS 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 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS. 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, and Attendance.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third Grading Period. The MTSS will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:
- The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning specific MTSS 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 MTSS team through the grade level.
- The MTSS 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

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- 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/RtI processes

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments	Scantron Achievement Series Data Sorts Grade Level PLC Logs	PLST, MTSS, PLCs, individual teachers Resource Teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Sorts Grade Level PLC Logs	PLST, MTSS, PLCs, individual teachers Resource Teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Sorts Grade Level PLC Logs Monthly Demand Writes	PLST, MTSS, PLCs, individual teachers Resource Teachers
FAIR	Progress Monitoring and Reporting Network Data Sorts Grade Level PLC Logs	PLST, Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	PLST, ELL Support Personnel/ MTSS Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Global Data Grade Level PLC Logs	PLST, Team Leaders/ PLC Facilitators/MTSS Member
DRA-2	School Generated Global Data Grade Level PLC Logs	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Global Data Grade Level PLC Logs	Individual Teacher

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

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

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Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Easy CBM Assessments, Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Global Data	MTSS/ ELP Facilitator
FAIR OPM	School Generated Global Data	MTSS/ Reading Coach
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Global Data	MTSS/PLCs

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

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

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

(Elementary only)

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PLCs (with support from MTSS consultants) will determine how often students will be assessed using teacher made assessments and district assessment resources during the course of Tier 2 and Tier 3 interventions, but in general progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

Describe the plan to train staff on MTSS.

- The Teacher Training Modules, as posted under the RtI Icon on the school internal email system, was delivered to faculty members over the course of several faculty meetings during the 2011-2012 school year. MTSS members who attended the district level MTSS trainings and/or the end of the 2011-2012 school year training session serve as consultants to the Grade Level PLCs to guide the process of data review and interpretation. The MTSS 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. In addition, continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Describe plan to support MTSS.

As the District’s MTSS Committee continues its develop of resources and staff development trainings on MTSS, these tools and staff development sessions will be conducted with the MTSS when they become available. Professional Development sessions as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. School level personnel with the requisite knowledge and experience will be assigned to support coordination and implementation of MTSS. Our school will invite our area MTSS Facilitator to visit quarterly to review our progress in implementation of MTSS and provide on-site coaching and support to our MTSS’s consultants. 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
<p>Identify the school-based Literacy Leadership Team (LLT). Principal APEI Reading Coach Teachers Media Specialist Lead Teacher</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the MTSS. The team provides leadership for the implementation of the reading strategies on the SIP.</p> <p>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.</p> <p>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 MTSS 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.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none"> • Implementation and evaluation of the SIP reading strategies across the content areas • Professional Development in Text Complexity and Common Core State Standards • 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

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 the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. 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,

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enabling the child’s teacher to have a better understanding of the child’s abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time. In addition, Muller purposely markets to pre-school centers in Hillsborough county. Interested parents are offered a tour that showcases the unique activities offered at Muller. Students currently attending the EELP program at Muller are provided full psychological evaluations to determine the best placement for the upcoming year.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teacher’s knowledge base of this strategy needs professional development.	1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand and use <u>Close Reading and attend training delivered by the reading coach to implement in the 90 minute reading block.</u> Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students’ grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author’s meaning. <u>All content area teachers are responsible for implementation.</u>	1.1. Who: -Principal -AP -Reading Coach How: -Coaching cycles -Principal Observation of Content lessons	1.1. Grade Level PLCs will review data at weekly PLC meetings. PLC facilitator will share data with the leadership team and review said data three times a year.	1.1. 3 Times a Year with Reading Formatives A, B, and C FAIR
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT reading will increase from 65% to 75%.	2012 Current Level of Performance:* 65%	2013 Expected Level of Performance:* 75%					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1.	2.1.	2.1.
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Teachers are at varying levels of implementation of differentiated instruction.	Strategy/Task Student achievement improves when teachers use on-going student data to differentiate instruction .	Who -Principal -AP -Instructional Coaches -PLC facilitators	PLC will review data at weekly PLC meetings. PLC facilitator will share data with the leadership team and review said data three times a year.	3 Times a Year with Reading Formatives A, B, and C FAIR
The percentage of students in Grades 3-5 scoring a level 4 or higher on the 2012 FCAT reading will increase from 37% to 42%.	37%	42%	-Teachers tend to differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.	Actions/Details Within PLCs Before Instruction and During Instruction of New Content -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. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.	How -PLC logs turned into administration -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.		

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.		3.1.	3.1.	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from Grades 3-5 students making learning gains on the 2013 FCAT Reading will increase from 66 points to 71 points.	66 points	2013 Expected Level of Performance:*	71 points	<p>-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are using Strategic Learning Plans to target instruction.</p> <p>Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Strategic Learning Plans to state learning objectives, measures, and learning targets.</p> <p>Actions/Details: Grade level teams will work with the reading coach to form initiatives, implementation plans, progress monitoring, and critical issues.</p>	<p>Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p>How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>School has a system for PLCs to record and report during-the-grading period goal outcomes to administration, coach, and/or leadership team.</p> <p>3 Times a Year with Reading Formatives A, B, and C FAIR</p>
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. -Time to communicate and plan for effective reading instruction within the parameters of the school day.	4.1. Strategy Across all Content Areas Strategy/Task Student achievement improves through teachers' collaboration with the academic coach in all content areas. Actions/Details Academic Coach -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates monthly through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis	4.1. Who Administration How- -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. 3 Times a Year with Reading Formatives A, B, and C FAIR
Reading Goal #4: Points earned from Grades 3-5 students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 59 points to 64 points.	2012 Current Level of Performance:* 59 points	2013 Expected Level of Performance:* 64 points				

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool						
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017					
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years the school will reduce their achievement gap by 50%. <u>Reading Goal #5:</u>											
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <u>Reading Goal #5A:</u>	<table border="1"> <tr> <td data-bbox="492 595 645 675">2012 Current Level of Performance:*</td> <td data-bbox="645 595 795 675">2013 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="492 675 645 839"></td> <td data-bbox="645 675 795 839"></td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.					
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.					

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 54% to 59%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Lack of understanding teachers must provide ELL accommodations beyond FCAT testing. -Bilingual Education Para-professionals at varying levels of expertise in providing support.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) Use of heritage language dictionary (lesson and assessments).	Who -School based Administrators How -Administrative walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RTI Handbook and ELL RTI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	3 Times a Year with Reading Formatives A, B, and C FAIR
	54%	59%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 37% to 43%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Lack of understanding teachers must provide ESE accommodations beyond FCAT testing.	ESE comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: -Extended time (lesson and assessments) -Small group testing -ESE Teacher support (lesson and assessments)	Who -School based Administrators How -Administrative walk-throughs using the data from the walk-throughs to look for Committee Meeting Recommendations.	Analyze core curriculum and district level assessments for ESE students. Correlate to accommodations to determine the most effective approach for individual students.	3 Times a Year with Reading Formatives A, B, and C FAIR
	37%	43%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Implementation	K-1	Amanda Newberry	Grade Level K-1	-August, 2012 & on-going segments at Faculty Meetings	Coaching cycle	Reading Coach
Close Reading	K-5	Amanda Newberry	Grade Level K-5	-Early Release Mondays	Coaching Cycle	Reading Coach

End of Reading Goals

Elementary School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Lack of infrastructure to support fact fluency.	1.1. Students fact fluency will improve through the use of FASTT Math online program.	1.1. -Classroom Teachers -Math Resource Teacher -Gifted Teacher -ESE Teacher -Grade Level Consultants -Administration. Data will be collected and charted monthly by the math coach and reviewed by classroom teachers, gifted teacher and administration.	1.1. If students fact fluency is increasing than the strategy is effective.	1.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test FASST Math Reports <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of Grades 3-5 students scoring a level 3 or higher on the 2013 FCAT Math will increase from 63% to 66%.	2012 Current Level of Performance: * 63%	2013 Expected Level of Performance: * 66%					
1.2. Teachers lack the strategies to implement best practices when teaching students to problem solve where connections across the 4 operations is necessary.							
1.3.			1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. Teachers lack the strategies to implement best practices when problem solve where connections across the 4 operations is necessary.	2.1. Connections the Case of the 4 Operations mathematics training will be held at Muller to improve their repertoire of instructional strategies that focus on connecting math content across the four operations. Establish Math Bowl Teams for Grades 2, 3, 4 & 5.	2.1. -Classroom Teachers -Math Resource Teachers -Gifted Teacher -ESE Teacher -Grade Level Consultants -Administration It will be monitored through Principal walk throughs, Math resource teacher will conduct coaching cycles and will plan with teachers. Gifted Teacher Math Resource Teacher	2.1. Student scores on District formative tests will be monitored to make sure learning gains are evident.	2.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #2: The percentage of Grades 3-5 students scoring a level 4 or 5 on the 2013 FCAT Math will increase from 32% to 37%.	2012 Current Level of Performance:* 32%	2013 Expected Level of Performance:* 37%	2.2. Lack of infrastructure to support fact fluency.	2.2. Students fact fluency will improve through the use of FASTT Math online program.	2.2. -Classroom Teachers -Math Resource Teacher -Gifted Teacher Grade Level Consultants -Administration. Data will be collected and charted monthly by the math coach and reviewed by classroom teachers, gifted teacher and administration.	2.2. If students fact fluency is increasing than the strategy is effective.	2.2. <u>2x per year</u> District Formative Tests District Mock FCAT Test FASST Math Reports <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			2.3	2.3	2.3	2.3	2.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. The instruction was not meeting individual student needs.	3.1. Teachers will departmentalize and level the classes in order to meet individual student needs.	3.1. -Classroom Teachers -Math Resource Teacher -Gifted Teacher -ESE -Grade Level Consultants -Administration Teachers will use data to determine grouping of students for RtI and classes. This information will be given to administration.	3.1. Student scores on District formative tests will be monitored to make sure learning gains are evident.	3.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 64 points to 67 points.	2012 Current Level of Performance:* 64 points	2013 Expected Level of Performance:* 67 points	3.2. Teachers lack the strategies to implement best practices when teaching students to problem solve where connections across the 4 operations is necessary.	3.2. Connections the Case of the 4 Operations mathematics training will be held at Muller to improve their repertoire of instructional strategies that focus on connecting math content across the four operations.	3.2. -Classroom Teachers -Math Resource Teachers -Gifted Teacher -ESE Teacher Grade Level Consultants -Administration It will be monitored through Principal walk throughs, Math resource teacher will conduct coaching cycles and will plan with teachers.	3.2. Student scores on District formative tests will be monitored to make sure learning gains are evident.	3.2. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			3.3.	3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. The school lacks a system to track gaps from previous years math standards.	4.1. The Math PLC will make a tracking form for teachers to record students' strengths and weaknesses.	4.1. -Classroom Teachers -Math Resource Teachers -Grade Level Consultants -ESE Teacher -Gifted Teacher -Administration Teachers will use the form to track students strengths and weaknesses and then form RTI groups and math classes based on data collected.	4.1. Student scores on District formative tests will be monitored to make sure learning gains are evident.	4.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 61 points to 63 points.	2012 Current Level of Performance:* 61 points	2013 Expected Level of Performance:* 63 points					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool													
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p><u>Math Goal #5:</u></p>																		
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p> <p><u>Math Goal #5A:</u></p> <p>The percentage of White students scoring proficient will increase from 65% to 69% on the 2013 FCAT Math.</p> <p>The percentage of Black students scoring proficient will increase from 56% to 60% on the 2013 FCAT Math.</p> <p>The percentage of Hispanic students scoring proficient will increase from 61% to 65% on the 2013 FCAT Math.</p>	<table border="1"> <thead> <tr> <th data-bbox="504 628 638 703">2012 Current Level of Performance:*</th> <th data-bbox="638 628 784 703">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 703 638 751">White: 65%</td> <td data-bbox="638 703 784 751">White: 69%</td> </tr> <tr> <td data-bbox="504 751 638 799">Black: 56%</td> <td data-bbox="638 751 784 799">Black: 60%</td> </tr> <tr> <td data-bbox="504 799 638 847">Hispanic: 61%</td> <td data-bbox="638 799 784 847">Hispanic: 65%</td> </tr> <tr> <td data-bbox="504 847 638 895">Asian: NA</td> <td data-bbox="638 847 784 895">Asian: NA</td> </tr> <tr> <td data-bbox="504 895 638 943">American Indian: NA</td> <td data-bbox="638 895 784 943">American Indian: NA</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: 65%	White: 69%	Black: 56%	Black: 60%	Hispanic: 61%	Hispanic: 65%	Asian: NA	Asian: NA	American Indian: NA	American Indian: NA	<p>5A.1. Teachers lack the strategies to implement best practices when teaching students to problem solve where connections across the 4 operations is necessary.</p>	<p>5A.1. Connections the Case of the 4 Operations mathematics training will be held at Muller to improve their repertoire of instructional strategies that focus on connecting math content across the four operations.</p>	<p>5A.1. -Classroom Teachers -Math Resource Teachers -Gifted Teacher -ESE Teacher -Grade Level Consultants -Administration It will be monitored through Principal walk throughs, Math resource teacher will conduct coaching cycles and will plan with teachers.</p>	<p>5A.1. Student scores on District formative tests will be monitored to make sure learning gains are evident.</p>	<p>5A.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
White: 65%	White: 69%																	
Black: 56%	Black: 60%																	
Hispanic: 61%	Hispanic: 65%																	
Asian: NA	Asian: NA																	
American Indian: NA	American Indian: NA																	
		<p>5A.2. The instruction was not meeting individual student needs.</p>	<p>5A.2. Teachers will departmentalize and level the classes in order to meet individual student needs.</p>	<p>5A.2. -Classroom Teachers -Math Resource Teacher -Gifted Teacher -ESE -Grade Level Consultants -Administration Teachers will use data to determine grouping of students for RTI and classes. This information will be given to administration.</p>	<p>5A.2. Student scores on District formative tests will be monitored to make sure learning gains are evident.</p>	<p>5A.2. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>												
		<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>												

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. Teachers lack the strategies to implement best practices when teaching students to problem solve where connections across the 4 operations is necessary.	5B.1. Connections the Case of the 4 Operations mathematics training will be held at Muller to improve their repertoire of instructional strategies that focus on connecting math content across the four operations.	5B.1. -Classroom Teachers -Math Resource Teachers -Gifted Teacher -ESE Teacher -Grade Level Consultants -Administration It will be monitored through Principal walk throughs, Math resource teacher will conduct coaching cycles and will plan with teachers.	5B.1. Student scores on District formative tests will be monitored to make sure learning gains are evident.	5B.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #5B: The percentage of Economically disadvantaged students scoring proficient will increase from 60% to 65% on the 2013 FCAT Math.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	60%	65%					
			5B.1. The instruction was not meeting individual student needs.	5B.1. Teachers will departmentalize and level the classes in order to meet individual student needs.	5B.1. -Classroom Teachers -Math Resource Teacher -Gifted Teacher -ESE -Grade Level Consultants -Administration Teachers will use data to determine grouping of students for RTI and classes. This information will be given to administration.	5B.1. Student scores on District formative tests will be monitored to make sure learning gains are evident.	5B.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: The percentage of ELL students scoring proficient will increase from 51% to 56% on the 2013 FCAT Math.	2012 Current Level of Performance:* 51%	2013 Expected Level of Performance:* 56%	-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Lack of understanding teachers must provide ELL accommodations beyond FCAT testing. -Bilingual Education Para-professionals at varying levels of expertise in providing support.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) Use of heritage language dictionary (lesson and assessments).	Who -School based Administrators How -Administrative walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2x per year District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
	5B.1. The instruction was not meeting individual student needs.			5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. -Lack of understanding teachers must provide ESE accommodations beyond FCAT testing.	5D.1. ESE comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: -Extended time (lesson and assessments) -Small group testing -ESE Teacher support (lesson and assessments)	5D.1. Who -School based Administrators How -Administrative walk-throughs using the data from the walk-throughs to look for Committee Meeting Recommendations.	5D.1. Analyze core curriculum and district level assessments for ESE students. Correlate to accommodations to determine the most effective approach for individual students.	5D.1. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #5D: The percentage of SWD scoring proficient will increase from 26% to 33% on the 2013 FCAT Math.	2012 Current Level of Performance:* 26%	2013 Expected Level of Performance:* 33%	5D.2. The instruction was not meeting individual student needs.	5D.2. Teachers will departmentalize and level the classes in order to meet individual student needs.	5D.2. -Classroom Teachers -Math Resource Teacher -Gifted Teacher -ESE -Grade Level Consultants -Administration Teachers will use data to determine grouping of students for RTI and classes. This information will be given to administration.	5D.2. Student scores on District formative tests will be monitored to make sure learning gains are evident.	5D.2. <u>2x per year</u> District Formative Tests District Mock FCAT Test <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			5D.3	5D.3	5D.3	5D.3	5D.3

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
Connections: The Case of the 4 Operations	K-5 Math	Kelly Turinsky	K-5 Teachers	October 4 th and 10 th	Coaching Cycles	Kelly Turinsky
Math Night	K-5 Math	Kelly Turinsky	K-5 Teachers	December 6 th	Parent Survey	Kelly Turinsky
PLC Meetings	2-5 Math	Kelly Turinsky	2-5 Teachers	Monthly Meetings	Action Plans with Data Analysis	Kelly Turnisky

End of Mathematics Goals

Elementary School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement									
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool					
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Not all teachers know how to identify and address misconceptions and depth of student knowledge of Science concepts.	1.1. The purpose of this strategy is to strengthen the science core curriculum. Students will develop problem solving skills while constructing new knowledge. To achieve this goal, science teachers will increase the quality of inquiry based instruction (engagement, explore time, accountable talk and higher order thinking questions) per unit of instruction. <u>Action Steps</u> Teachers will identify the essential skills and learning targets for the upcoming unit of instruction. -“What do we want the students to learn?” -Does the assessment match the intended essential learning and learning targets?(EET Rubric If -Assessments – “How do we know if the students have learned it?”	1.1. <u>Who</u> -Principal -AP -Science Resource -Science PLC <u>How Monitored</u> -Teacher PLC minutes turned into Administration. Admin provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)	1.1. <u>Teacher Level</u> -Teacher reflect on lessons in their grade level PLC minutes, citing/using specific evidence of learning and use of this knowledge to drive future instruction. -Teachers maintain their assessments (chapter tests, mini assessments, science notebook reviews) and submit grades to Science Resource Teacher for data analysis. -Science PLC to review grade level test data in vertical articulation -Teachers chart their students’ individual progress towards the SMART goal.	1.1. Formative Tests A, B & C 5 th grade teachers will administer district nine week assessments as check points in students’ progress. <u>During the Grading Period</u> -Common assessments (as indicated by the grade level curriculum map) and documented on the global data form					
Science Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						1.2. Not all teachers are available to attend Science trainings available by the District.	1.2.Science PLC will provide Science trainings on school site	1.2.Science Resource Teacher Science PLC	1.2. Data analysis to follow after periodic assessments as outlined by the district.	1.2. <u>During the Grading Period</u> -Common assessments (as indicated by the grade level curriculum map) and documented on the global data form Beginning, Mid-Year & Year-End Tests
In Grade 5 the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increased from 63% to 68%.	63%	68%										

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		curriculum assessment analysis.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. Teachers are at varying levels with higher order questioning techniques. PLC meetings need to focus on identifying and writing higher order questions for upcoming lessons.	2.1. <u>Strategy</u> The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through participation in higher level questioning strategies. As a result, there will be increased use in higher level questions verses lower level questions for both teachers and students. (EET Rubric 1e, 3b) <u>Action Steps</u> Plan <u>Teacher PD for General Higher Order</u> -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. <u>Planning/PLCs Before the Lesson</u> -PLCs write SMART Goals based on each of the nine weeks of material. (For example, during the first nine weeks, 75% of the students will score a 65% or more above on each unit of instruction.) -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) -Teachers, teachers plan and write for higher order questions	2.1. <u>Who</u> -Principal -AP -Science Resource -Science PLC <u>How Monitored</u> -Teacher PLC minutes turned into Administration. Admin provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)	2.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments on the global data sheet as adopted by the school. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLC will assist teachers in decide what skills need to be re-taught as a grade level and class specific. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student progress. - students and future professional development for teachers.	2.1. <u>2-3 x per year</u> Teachers will administer district wide assessments as a checkpoint for student progress. <u>During the Grading Period</u> - Common assessments (As indicated by the district curriculum map for each grade level) -Retakes will be issued to skills that have a low level of mastery.
<u>Science Goal #2:</u> In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Science will increase from 22% to 25%.	<u>2012 Current Level of Performance:*</u> 22%	<u>2013 Expected Level of Performance:*</u> 25%				

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				in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
Purposeful Planning	K-5	Science Resource	School-wide – Science Teachers	Fall 2012	Classroom Walkthroughs	Administration
Science Notebooks	K-5	Science Resource	School-wide – Science Teachers	Winter 2013	Classroom Walkthroughs	Administration

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Teachers need training and experience using the new scoring rubric identifying students' strengths and weaknesses and using that data to drive instruction.	1.1 Strategy: To strengthen the core curriculum. Grade Level PLCs will meet weekly to discuss data. These data chats will drive the lesson plans impacting instruction. Action Steps: As a professional development activity, teachers new to the profession or grade level are required to attend district level training. As a professional development activity, teachers participate in assessment and rubric refresher courses and practice scoring within grade level teams. Teams will discuss scores and plan for continuous improvement. 4 th grade teachers will meet with District Coordinator for writing to review scoring procedures and to calibrate the teachers scoring methods.	1.1. Who: Leadership team, grade level PLCs, and Writing PLC How Administration will monitor teacher writing training. Grade level PLCs review monthly formative assessments to determine number/percent of students scoring above proficiency and plan for individual student goals through student conferencing.	1.1 Teacher Level Muller Writes Weekly writing samples PLC/Department Level monthly Muller Writes Leadership Team Level Muller Writes Double Scoring Data Sheets	1.1. 2-3x Per Year Baseline data (September Muller Writes) Mid Point (January Muller Writes Endpoint (May Muller Writes) During Grading Period Monthly Muller Writes, student daily drafts, and conferencing notes.
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
63% of our 4th grade students will score at Achievement Level 3.5 or higher in writing as measured on the FCAT.	48%	63%					

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		<p>1.2. Students need to develop strengths in sentence formation using the conventions of writing.</p>	<p>1.2. <u>Strategy: To strengthen conventions of writing</u> <u>Action Steps:</u> 1)teacher present mini-lessons on the conventions of writing 2)using Star Interviews, students will become aware of common errors, revise their sentences and share their revision with the writing teacher 3)Writing Resource Teacher will parallel teach with general education teacher to assist with differentiation in regards to the conventions of writing</p>	<p>1.2. Who: Leadership team, grade level PLCs, and writing PLC. 2.2. Who: Leadership team, grade level PLCs, and writing PLC. How: Writing PLC submits monthly meeting minutes to administration.</p>	<p>1.2. <u>Teacher Level</u> Muller Writes weekly writing samples <u>PLC/Department Level</u> monthly Muller Writes Double Scoring Data Sheets <u>Leadership Team Level</u> Muller Writes Double Scoring Data Sheets</p>	<p>1.2. <u>2-3x Per Year</u> Baseline data (September Muller Writes) Mid Point (January Muller Writes Endpoint (May Muller Writes) <u>During Grading Period</u> Monthly Muller Writes, student daily drafts, and conferencing notes.</p>
		<p>1.3. Students lack knowledge of how to evaluate their own writing.</p>	<p>1.3. <u>Strategy: To strengthen the core curriculum</u> Teachers will meet weekly to discuss data. These data chats will drive the lesson plans impacting instruction. Action Steps: The writing PLC and grade level teams will review monthly data setting monthly goal for the next month, and communicate these goals with students. Teachers will provide students with individual conferences and incorporate more intensive writer’s workshop, with special attention to the conventions of writing.</p>	<p>1.3. Who: Leadership team, grade level PLCs, and writing PLC. How: Writing PLC submits monthly meeting minutes to administration.</p>	<p>1.3. <u>Teacher Level</u> Muller Writes Weekly writing samples <u>PLC/Department Level</u> monthly Muller Writes Double Scoring Data Sheets <u>Leadership Team Level</u> :Muller Writes Double Scoring Data Sheets</p>	<p>1.3. <u>2-3x Per Year</u> Baseline data (September Muller Writes) Mid Point (January Muller Writes Endpoint (May Muller Writes) <u>During Grading Period</u> Monthly Muller Writes, student daily drafts, and conferencing notes.</p>

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1.1 All teachers will receive training for the new rubric when put into place.	All grade levels/writing	District Writing PD	All teachers grade level teachers and any other certified teacher that scores writing.	District training by the end of the first quarter.	In-service records	Administration

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			Student and parent lack of understanding and motivation to maintain good attendance.	Tier 1 Parent Involvement Coordinator and Social Worker will conduct small group and individual counseling with students to encourage good attendance School Social Worker and Parent Involvement Coordinator will communicate with parents to assist with encouraging good attendance.	1.1 School Social Worker and Parent Liaison Reports will be run monthly to identify students with 10 or more unexcused absences.	1.1. The attendance reports will be examined monthly and at end of each nine week grading period by the Social Worker, Parent Liaison , and Principal	1.1. Attendance Report Tardy Report IPT Reports
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1.In the 2012/2013 school year, Muller will increase or maintain an average yearly attendance rate of 96%	96%	96%					
2.The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10 %	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	20	18					
3.The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%	<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>					
	56	50					
			1.1. Lack of accountability when students are absent or tardy to school	1.2. Letters will be sent home to parents indicating number of tardies and the principal will make phone calls to parents with excessive tardies.	1.2. School Social Worker Principal	1.2. Review report weekly and monthly	1.2. Tardy Report
			Teachers don't understand the attendance referral process	Parent Liaison will give a training on the attendance RTI process	Parent Liaison School Social Worker	Review number of attendance letters that were sent out monthly	Attendance letters

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

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. Consistent implementation of CHAMPS across the school.	1.1. CHAMPS training occurred over the summer and has been implemented school wide. Develop and implement new discipline procedures to establish consistency and focus on shaping and changing student behavior.	1.1. Administration Use of Lawson: Reports on Demand Incident Referrals and Disciplinary Action	1.1. Number of Office Referrals 61 Office Referrals 38 Bus Referrals	1.1. Suspension Data 23 Bus Suspensions 16 OSS 2 ISS
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
1)The total number of in school suspensions will decrease by 10%.	2	1					
2) The total number of students receiving In-school suspensions will decrease by 10%.	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
3) The total number of Out-of-School suspensions will decrease by 10%.	2	1					
4) The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%..	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	16	14					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	11	9					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Training	K-5	Simpson	School wide	9/18/12, rolling faculty meetings	Classroom walkthroughs looking for implementation of strategies	Administration
CHAMPS	K-5	District Title I	School Wide	August 2012	Classroom walkthroughs looking for implementation of strategies	Administration

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.

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1. Students do not meet the cardiovascular goal.	1.1. Five Physical education classes per week for a minimum of one semester per year with a certified physical education teacher	1.1. Physical Education Teacher	1.1. Class Schedules	1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of 5 th grade students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 77% on the Pretest to 87% on the Posttest.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	77% (46)	87% (52)					
			1.2. Students do not meet or exceed cardiovascular goal	1.2. Students will be able to increase cardiovascular running during the beginning of Physical Education Class	1.2. Physical Education Teacher	1.2. Class Schedules	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Health and Fitness PLC	K-5	Mathew Pucilowski		Monthly Meetings	Meeting Notes	Administration
Running Club	K-5	Mathew Pucilowski	School-wide/after school	Mondays and Wednesdays	Weekly Attendance	Mathew Pucilowski

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1	1.1.	1.1.
Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*	Misconceptions of students understanding of the relationship necessary between the teacher and other adult staff at the school and the students. A lack of a clear definition of respectful and disrespectful behaviors for both students and teachers and adult staff.	1.1. CHAMPS training occurred over the summer and has been implemented school wide. Develop and implement new discipline procedures to establish consistency and focus on shaping and changing student behavior. Use of <u>Love & Logic</u> resources with staff and parent training. Development & Implementation of the school theme based on the book, "How Full Is Your Bucket"	<u>Who</u> -Principal -AP -Guidance Counselor -Behavior Support Team <u>How</u> -PLC logs turned into administration -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	1.1. Number of Office Referrals	1.1. Suspension Data SCIP Survey Data
The percentages of students who feel they are treated with respect will increase from 76 % to 86%.	76%	86%					
			1.2.	1.2.	1.2.	1.2.	1.2.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K-5	District Title I	School Wide	August 2012	Classroom walkthroughs looking for implementation of strategies	Administration
Discipline Training	K-5	Simpson	School wide	9/18/12, rolling faculty meetings	Classroom walkthroughs looking for implementation of strategies	Administration
Love & Logic Training	K-5	Simpson	School wide	January 2013, rolling faculty meetings	Classroom walkthroughs looking for implementation of strategies	Administration

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1. Teachers must provide ELL accommodations beyond those of FCAT testing.	1.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies:	1.1. <u>Who</u> -School based Administrators <u>How</u> -Administrative walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests
CELLA Goal #C: The percentage of K-5 students who take the CELLA who score at the Proficient Level in Listening/Speaking will increase From 53% to 58%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 53%	-Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities Bilingual paraprofessional.	-Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)			

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Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of K-5 students who take the CELLA who score at the Proficient Level in Reading will increase from 35% to 40%	2012 Current Percent of Students Proficient in Reading : <div style="text-align: center; font-size: 24pt; font-weight: bold;">35%</div>	ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Lack of understanding teachers must provide ELL accommodations beyond FCAT testing. -Bilingual Education Para-professionals at varying levels of expertise in providing support.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	-School based Administrators -Administrative walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	3 Times a Year with Reading Formatives A, B, and C FAIR
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<p>E. Students scoring proficient in Writing.</p> <p><u>CELLA Goal #E:</u></p> <p>The percentage of K-5 students who take the CELLA who score at the Proficient Level in Writing will increase from 37% to 42%.</p>	<p>2012 Current Percent of Students Proficient in Writing :</p>	<p>2.1. Teachers need training and experience using the new scoring rubric identifying students' strengths and weaknesses and using that data to drive instruction.</p>	<p>2.1. Strategy: To strengthen the core curriculum.</p> <p>Grade Level PLCs will meet weekly to discuss data. These data chats will drive the lesson plans impacting instruction.</p>	<p>2.1. Who: Leadership team, grade level PLCs, and Writing PLC</p> <p>How Administration will monitor teacher writing training.</p>	<p>2.1. Teacher Level Muller Writes Weekly writing samples</p> <p>PLC/Department Level monthly Muller Writes</p> <p>Leadership Team Level Muller Writes Double Scoring Data Sheets</p>	<p>2.1. 2-3x Per Year</p> <p>Baseline data (September Muller Writes)</p> <p>Mid Point (January Muller Writes)</p> <p>Endpoint (May Muller Writes)</p>
	<p>37%</p>	<p>Grade Level PLCs will meet weekly to discuss data. These data chats will drive the lesson plans impacting instruction.</p> <p><u>Action Steps:</u> As a professional development activity, teachers new to the profession or grade level are required to attend district level training.</p> <p>As a professional development activity, teachers participate in assessment and rubric refresher courses and practice scoring within grade level teams. Teams will discuss scores and plan for continuous improvement.</p>	<p><u>Action Steps:</u> As a professional development activity, teachers new to the profession or grade level are required to attend district level training.</p> <p>As a professional development activity, teachers participate in assessment and rubric refresher courses and practice scoring within grade level teams. Teams will discuss scores and plan for continuous improvement.</p>	<p>Grade level PLCs review monthly formative assessments to determine number/percent of students scoring above proficiency and plan for individual student goals through student conferencing.</p>	<p>Leadership Team Level Muller Writes Double Scoring Data Sheets</p>	<p><u>During Grading Period</u></p> <p>Monthly Muller Writes, student daily drafts, and conferencing notes.</p>
		<p>2.2. Students need to develop strengths in sentence formation using the conventions of writing.</p>	<p>2.2.. Strategy: To strengthen conventions of writing</p> <p><u>Action Steps:</u></p> <p>1)teacher present mini-lessons on the conventions of writing</p> <p>2)using Star Interviews, students will become aware of common errors, revise their sentences and share their revision with the writing teacher</p> <p>3)Writing Resource Teacher will parallel teach with general education teacher to assist with differentiation in regards to the conventions of writing</p>	<p>2.2. Who: Leadership team, grade level PLCs, and writing PLC.</p> <p>2.2. Who: Leadership team, grade level PLCs, and writing PLC.</p> <p>How: Writing PLC submits monthly meeting minutes to administration.</p>	<p>2.2. Teacher Level Muller Writes weekly writing samples</p> <p>PLC/Department Level monthly Muller Writes Double Scoring Data Sheets</p> <p>Leadership Team Level Muller Writes Double Scoring Data Sheets</p>	<p>2.2. 2-3x Per Year</p> <p>Baseline data (September Muller Writes)</p> <p>Mid Point (January Muller Writes)</p> <p>Endpoint (May Muller Writes)</p> <p><u>During Grading Period</u></p> <p>Monthly Muller Writes, student daily drafts, and conferencing notes.</p>

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>STEM Goal #1:</p> <p>Implement problem-based learning in science using STEM Design Challenges.</p>	<p>1.1. -Teachers understanding how to implement engineering concepts within the science curriculum -common planning time to properly prepare Design Challenges</p>	<p>1.1. - Inquiry Monday Training with focus on STEM Design Challenges -District support through model/co-teach lessons for Design Challenges support</p>	<p>1.1. -Science resource teacher meeting with K-5 teams -Science PLC reviewing teachers' STEM lesson plans -District provided Design Challenges are evident in the classrooms on Monday walkthroughs</p>	<p>1.1. DRT walkthroughs</p>	<p>1.1. -Design Challenge logs -science notebooks -Design Challenge models -STEM Fair schoolwide project --- --Design Challenge Extravaganza accomplished</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 (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
Purposeful Planning	K-5	Science Resource	School-wide – Science Teachers	Fall 2012	Classroom Walkthroughs	Administration
Science Notebooks	K-5	Science Resource	School-wide – Science Teachers	Winter 2013	Classroom Walkthroughs	Administration

End of STEM Goal(s)

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
CTE Goal #1: Provide speakers for each classroom during American Education Week to enhance student knowledge of and interest in various career tracks.	1.1. All staff members must agree to assist in obtaining speakers. Local community business must be approached to take part.	1.1. Gain assistance from grade level teams to invite a wide variety of speakers.	1.1. Great American Teach In check sheet: How many speakers came and how many classrooms they visited	1.1. Speaker questionnaire reviewed by awards committee	1.1. General student survey on interest in careers discussed

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	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Presentations to faculty	K-5	Guidance Counselor	School Wide	Quarterly	Follow up through Team PLC Notes	Guidance Counselor

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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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
	On Going Budget		
Final Amount Spent			