

Florida Department of Education



MacFarlane Park IB World School

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: MacFarlane Park IB World School	District Name: Hillsborough
Principal: Dr. M. Denyse Riveiro	Superintendent: MaryEllen Elia
SAC Chair: Arianne Djhandari	Date of School Board Approval:

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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	Dr. M. Denyse Riveiro	Ed.D BS K-12	7	13	11/12: A 09/10: A 100% AYP 07/08: A 97% AYP	10/1 : A 100% AYP 08/09: A 100% AYP 06/07: A 100% AYP
Assistant Principal	Dr. Mary L. Lauria	MS, Elem. Ed.; Ed.D; Elem Ed (1-6); Gifted; ESOL; Ed Leadership (K-12)	2	7	11/12: A 09/10: F 74% AYP 07/08: D 69% AYP	10/11: B 85% AYP 08/09: C 95% AYP 06/07: F 74% AYP

Highly Qualified Instructional Coaches

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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	Ann-Marie Gonzalez	B.S. in Elementary Education ; M. in Ed. Leadership; Early Childhood Pre-K-3; Gifted; ESOL;	First year	7	10/11 A 95% AYP 09/10: A 95% AYP 08/09: A 92% AYP 07/08: B 85% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. School-based Teacher Recognition System	Principal	On-going	
5. Opportunities for Teacher Leadership	Principal	On-going	
6. Regular Time for Teacher Collaboration	Principal	On-going	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 teachers are out-of-field	Administrators meet with the teachers four times per year to discuss progress on completed classes needed for ESOL certification.

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
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31	3%	32%	45%	19%	35%	10%	6%	16%	35%
	(1)	(10)	(14)	(6)	(11)	(31)	(2)	(5)	(11)

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
Leah Maitland District EET Mentor	Ashley Reali – Second Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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	Jill Schoenbach – First Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III

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Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

The MTSS Leadership Team includes: principal, assistant principal (also ELP coordinator and ELL representative), guidance counselor, school psychologist, social worker (attendance committee representative), reading coach, ESE teacher, representatives from each grade-level PLC, and the SAC Chair. Not all members attend every meeting, but they are invited based on the goals and purpose of the meeting.

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Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the core Leadership Team is to (1) review school-wide assessment data on an ongoing basis to identify instructional needs at all grade levels; (2) support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels; (3) review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; and (4) communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership Team meets bi-weekly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental, and Tier 3/Intensive)
- Create, manage, and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels
- Determine scheduling needs and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of the Extended Learning Program during school; this program provides intervention support to students identified through data sorts/charts conducted by the PLCs
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading-period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction (data will be collected and analyzed by PLCs and report to the MTSS Leadership Team)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapter tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the MTSS Leadership Team)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area (data will be collected and analyzed by PLCs and reported to the MTSS)

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Leadership Team)

- Implementation of research-based scientifically validated instructional strategies and/or interventions (as outline in the SIP)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementation, and evaluation of the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the Core Continuous Improvement Model (C-CIM) on core curriculum material.
- 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).

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

- The SAC Chair is a member of the MTSS Leadership Team/PSLT.
- The administration, leadership team, teachers, and SAC are involved in the SIP development and monitoring throughout the school year.
- The SIP is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance, and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and intervention, the Leadership Team/PSLT monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team/PSLT members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team/PSLT members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (problem identification, problem analysis, intervention design, and implementation and evaluation to:
 - Use the problem-solving model when analyzing data.
 1. What is the problem? (Problem identification)
 2. Why is it occurring? (Problem analysis and barrier identification)
 3. What are we going to do about it? (Action plan design and implementation)
 4. Is it working? (Monitor progress and evaluate action plan effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance).
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.

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- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify, or intensify intervention and/or enrichment support).
- Each PLC develops a PLC action plan for SIP strategy implementation and monitoring.
- Each PLC assesses the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies is resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Data Management System	Person(s) Responsible
FCAT released tests	School-generated Excel database	AP
Baseline, midyear district assessments (Scantron Achievement Series)	School-generated Excel database	MTSS Leadership Team, Individual teachers
Reading, Math, Writing, Science Formative assessments	School-generated Excel database	MTSS Leadership Team, Individual teachers
FAIR, KRT	School-generated Excel database	Reading Coach, AP
CELLA	School-generated Excel database	AP, Individual teachers
Common core curriculum assessments on units of instruction	School-generated Excel database EdLine, PLC database	MTSS Leadership Team, Individual teachers
DRA-2	School-generated Excel database	AP, Individual teachers, Reading Coach

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Data Management System	Person(s) Responsible
Extended Learning Program	School-generated Excel database	MTSS Leadership Team, ELP Facilitator

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Differentiated mini assessments based on core curriculum assessments	Individual teacher data base	Individual teachers, PLC
FAIR OPM	School-generated Excel database	MTSS Leadership Team, Reading Coach
easyCBM	School-generated Excel database	Individual teachers, Reading Coach

Describe the plan to train staff on MTSS.

The MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the district’s RtI Committee/RtI Facilitators develop resources and staff development trainings on PS/RtI, these tools and staff development opportunities will be conducted with staff. Professional development, as identified by teacher needs assessments and/or EET evaluation data, will occur during faculty meetings or grade-level PLC meetings. The MTSS Leadership Team will send school team representatives to ongoing PS/RtI trainings/support session that are offered district wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of PS/RtI and provide on-site coaching and support to our MTSS Leadership Team and PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

The LLT serves as the school's literacy PLC. This team is comprised of the principal, assistant principal, reading coach, media specialist, and a representative from each grade-level PLC.

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

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

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

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

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

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

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NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

Elementary Title I Schools Only: Pre-School Transition

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

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

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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		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. --Teachers knowledge base of this strategy needs ongoing professional development. Training began last year during preplanning and will continue throughout this school year.</p>	<p>1.1. Student achievement improves through teachers working collaboratively to use ongoing student data to differentiate instruction (DI) in the following ways: Content: All students must learn the content but they learn it in different ways. Some students learn it in depth while others learn the basics. Processes: This includes the various levels (Webb's Depth of Knowledge) that students think about the content and interact with the content. Products/ Performances: This represents the multitude of ways that students can demonstrate what they understand, know and can do as a result of their learning. Learning Environment: This includes physical space, resources, and flexible groupings of students. Action Steps <u>Within PLCs before.</u></p>	<p>1.1. Who? The Principal, Assistant Principal, Reading Coach, grade-level PLC facilitators How? - PLC logs submitted by grade-level PLCs to Administrators - Administrators and Reading Coach will rotate through PLC meetings listening for DI related conversation</p>	<p>1.1. Teacher's role: (a) teachers will reflect on lesson outcomes and use this knowledge to drive future instruction; (b) collect and communicate content related data during PLC meetings PLC's role: Using the individual teacher data, PLCs will reflect on lesson outcomes and data used to drive future instruction. MTSS Leadership Team role: Use data to drive teacher support and student supplemental instruction. Minutes of meetings will be maintained for progress monitoring. Administrators: Provide feedback to the PLCs on information contained in logs.</p>	<p>1.1. (a) FAIR: 3 times per year (b) PLC common core curriculum assessments (pre, post, end of unit): throughout the grading period (c) Unit, chapter, and/or big idea assessments in adopted curriculum materials: throughout the grading period</p>		
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	<p><u>instruction and during instruction of new content.</u> (a) teachers will use student data (checks for understanding, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate differentiated lessons that meet the individual needs of all students in the classroom; (b) teachers work to improve upon both individually and collectively, the ability to effectively use differentiated activities; (c) using data from previous assessments and daily classroom performance/work, teachers plan differentiated groups and activities (including homework) for the delivery of new content in upcoming lessons.</p> <p>During Instruction:</p> <p>Teachers will give students (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences/</p>					
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	<p>styles, and interests; (d) different types of assessments.</p> <p>Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some of their learning activities.</p> <p>For high performing and gifted students, teachers will (a) make modifications to ensure students are challenged with higher-level thinking activities and (b) use curriculum compacting, independent study, and extension activities where appropriate.</p> <p>For lower performing students, teachers will (a) make modifications and use a variety of strategies to ensure students are learning the essential skills of the core curriculum.</p> <p>For ELL students, teachers will (a) use gestures,</p>					
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		<p>visuals, and graphic organizers when explaining concepts; (b) specifically pinpoint and teach the academic language these students need to learn in order to complete a tasks; (c) recognize cultural/experiential differences, and when feasible, include these in units and examples.</p> <p>Within PLCs after instruction:</p> <p>(a) Teachers reflect and discuss the outcome of their DI lessons. (b) Use student data to identify successful DI techniques for future implementation. (c) Initiate the problem solving process for students who are not learning.</p>					
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 87% to 91%.	87%	91%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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 reading.	2.1. See Goal 1.	2.1.	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Reading will increase from 65% to 72%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65%	72%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		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 reading.	B.1. See Goal 1.	B.1.	B.1.	B.1.	B.1.		
<u>Reading Goal #3:</u> Points earned from students making learning gains on 2013 FCAT Reading will increase from 76 points to 79 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	76 points	79 points					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.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. See Goal 1.	4.1.	4.1.	4.1.	4.1.		
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on 2013 FCAT Reading will increase from 76 points to 79 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	76 points	80 points					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goal 1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 97% to 98%..</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 50% to 55%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 77% to 79%.</p>							
	<p>White: 97%</p> <p>Black: 50%</p> <p>Hispanic: 77%</p> <p>Asian:</p> <p>American Indian:</p>	<p>White: 98%</p> <p>Black: 55%</p> <p>Hispanic: 79%</p> <p>Asian:</p> <p>American Indian:</p>					
		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. See Goal 1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 76% to 78%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	76%	78%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

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<p><u>Reading Goal #5D:</u> The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to 48%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	43%	48%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	Reading Coach	All teachers Ongoing PLCs	Ongoing	Classroom walkthroughs	Administrators, Reading Coach

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>I.1. --Teachers knowledge base of this strategy needs ongoing professional development. Training began last year during preplanning and will continue throughout this school year.</p>	<p>I.1. Student achievement improves through teachers working collaboratively to use ongoing student data to differentiate instruction (DI) in the following ways: Content: All students must learn the content but they learn it in different ways. Some students learn it in depth while others learn the basics. Processes: This includes the various levels (Webb's Depth of Knowledge) that students think about the content and interact with the content. Products/ Performances: This represents the multitude of ways that students can demonstrate what they understand, know and can do as a result of their learning. Learning Environment: This includes physical space, resources, and flexible groupings of students. Action Steps Within PLCs before.</p>	<p>I.1. Who? The Principal, Assistant Principal, grade-level PLC facilitators How? - PLC logs submitted by grade-level PLCs to Administrators - Administrators will rotate through PLC meetings listening for DI related conversation</p>	<p>I.1. Teacher's role: (a) teachers will reflect on lesson outcomes and use this knowledge to drive future instruction; (b) collect and communicate content related data during PLC meetings PLC's role: Using the individual teacher data, PLCs will reflect on lesson outcomes and data used to drive future instruction. MTSS Leadership Team role: Use data to drive teacher support and student supplemental instruction. Minutes of meetings will be maintained for progress monitoring. Administrators: Provide feedback to the PLCs on information contained in logs.</p>	<p>I.1. (a) PLC common core curriculum assessments (pre, post, end of unit): throughout the grading period (b) Unit, chapter, and/or big idea assessments in adopted curriculum materials: throughout the grading period</p>		
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	<p><u>instruction and during instruction of new content.</u> (a) teachers will use student data (checks for understanding, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate differentiated lessons that meet the individual needs of all students in the classroom; (b) teachers work to improve upon both individually and collectively, the ability to effectively use differentiated activities; (c) using data from previous assessments and daily classroom performance/work, teachers plan differentiated groups and activities (including homework) for the delivery of new content in upcoming lessons.</p> <p>During Instruction:</p> <p>Teachers will give students (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences/</p>					
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	<p>styles, and interests; (d) different types of assessments.</p> <p>Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some of their learning activities.</p> <p>For high performing and gifted students, teachers will (a) make modifications to ensure students are challenged with higher-level thinking activities and (b) use curriculum compacting, independent study, and extension activities where appropriate.</p> <p>For lower performing students, teachers will (a) make modifications and use a variety of strategies to ensure students are learning the essential skills of the core curriculum.</p> <p>For ELL students, teachers will (a) use gestures,</p>					
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		<p>visuals, and graphic organizers when explaining concepts; (b) specifically pinpoint and teach the academic language these students need to learn in order to complete a tasks; (c) recognize cultural/experiential differences, and when feasible, include these in units and examples.</p> <p>Within PLCs after instruction:</p> <p>Teachers (a) reflect and discuss the outcome of their DI lessons. (b) Use student data to identify successful DI techniques for future implementation. (c) Initiate the problem solving process for students who are not learning.</p>					
<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a level 3 or higher on the 2013 FCAT Math will increase from 75% to 82%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75%</p>	<p>82%</p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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. See Goal 1.	2.1.	2.1.	2.1.	2.1.		
<u>Mathematics Goal #2:</u> The percentage of students scoring a level 4 or 5 on the 2013 FCAT Math will increase from 56% to 64%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56%	64%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		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. See Goal 1.	3.1.	3.1.	3.1.	3.1.		
<u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 62 points to 65 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62 points	65 points					
		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		
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. See Goal 1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 points to 69 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>62 points</p>	<p>69 points</p>					

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

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<p><u>Mathematics Goal #5A:</u></p> <p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 94% to 96%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 50% to 60%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 58% to 66%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 94%</p> <p>Black: 50%</p> <p>Hispanic: 58%</p> <p>Asian:</p> <p>American Indian:</p>	<p>White: 96%</p> <p>Black: 60%</p> <p>Hispanic: 66%</p> <p>Asian:</p> <p>American Indian:</p>					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
		See Goal 1.					
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantage students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 49% to 59%.							
	49%	59%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Algebra Goal #1:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		2.2	2.2.	2.2.	2.2.	2.2.	
		2.1	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

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

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

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PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
Differentiated Instruction	K-5	PLC Leader PLC Facilitator	All teachers	Ongoing	Classroom walkthroughs	Administrators
			Ongoing PLCs			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. --Teachers knowledge base of this strategy needs ongoing professional development. Training began last year during preplanning and will continue throughout this school year.</p>	<p>1.1. Student achievement improves through teachers working collaboratively to use ongoing student data to differentiate instruction (DI) in the following ways: Content: All students must learn the content but they learn it in different ways. Some students learn it in depth while others learn the basics. Processes: This includes the various levels (Webb's Depth of Knowledge) that students think about the content and interact with the content. Products/ Performances: This represents the multitude of ways that students can demonstrate what they understand, know and can do as a result of their learning. Learning Environment:</p>	<p>1.1. Who? The Principal, Assistant Principal, grade-level PLC facilitators How? - PLC logs submitted by grade-level PLCs to Administrators - Administrators will rotate through PLC meetings listening for DI related conversation</p>	<p>1.1. Teacher's role: (a) teachers will reflect on lesson outcomes and use this knowledge to drive future instruction; (b) collect and communicate content related data during PLC meetings PLC's role: Using the individual teacher data, PLCs will reflect on lesson outcomes and data used to drive future instruction. MTSS Leadership Team role: Use data to drive teacher support and student supplemental instruction. Minutes of meetings will be maintained for progress monitoring. Administrators: Provide feedback to the PLCs on information contained in logs.</p>	<p>1.1. (a) PLC common core curriculum assessments (pre, post, end of unit): throughout the grading period (b) Unit, chapter, and/or big idea assessments in adopted curriculum materials: throughout the grading period</p>		
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	<p>This includes physical space, resources, and flexible groupings of students.</p> <p>Action Steps</p> <p><u>Within PLCs before instruction and during instruction of new content,</u> (a) teachers will use student data (checks for understanding, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate differentiated lessons that meet the individual needs of all students in the classroom; (b) teachers work to improve upon both individually and collectively, the ability to effectively use differentiated activities; (c) using data from previous assessments and daily classroom performance/ work, teachers plan differentiated groups and activities</p>					
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	<p>(including homework) for the delivery of new content in upcoming lessons.</p> <p>During Instruction:</p> <p>Teachers will give students</p> <ul style="list-style-type: none"> (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences/ styles, and interests; (d) different types of assessments. <p>Teachers will</p> <ul style="list-style-type: none"> (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some of their learning 					
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		<p>activities.</p> <p>For high performing and gifted students, teachers will (a) make modifications to ensure students are challenged with higher-level thinking activities and (b) use curriculum compacting, independent study, and extension activities where appropriate.</p> <p>For lower performing students, teachers will (a) make modifications and use a variety of strategies to ensure students are learning the essential skills of the core curriculum.</p> <p>For ELL students, teachers will (a) use gestures, visuals, and graphic organizers when explaining concepts; (b) specifically pinpoint and teach the academic language these students need to learn in order to complete a tasks;</p>					
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		(c) recognize cultural/ experiential differences, and when feasible, include these in units and examples. Within PLCs after instruction: Teachers (a) reflect and discuss the outcome of their DI lessons. (b) Use student data to identify successful DI techniques for future implementation. (c) Initiate the problem solving process for students who are not learning.					
<u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 76% to 81%.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	76%	81%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1. See Goal 1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 40% to 48%	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	40%	48%					
		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 Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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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 PLC Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5		All teachers Ongoing PLCs	Ongoing	Classroom walkthroughs	Administrators

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. --Teachers knowledge base of this strategy needs ongoing professional development. Training began last year during preplanning and will continue throughout this school year.</p>	<p>1.1. Student achievement improves through teachers working collaboratively to use ongoing student data to differentiate instruction (DI) in the following ways: Content: All students must learn the content but they learn it in different ways. Some students learn it in depth while others learn the basics. Processes: This includes the various levels (Webb's Depth of Knowledge) that students think about the content and interact with the content. Products/ Performances: This represents the multitude of ways that students can demonstrate what they understand, know and can do as a result of their learning. Learning Environment: This includes physical space, resources, and flexible groupings of students.</p>	<p>1.1. Who? The Principal, Assistant Principal, grade-level PLC facilitators How? - PLC logs submitted by grade-level PLCs to Administrators - Administrators will rotate through PLC meetings listening for DI related conversation</p>	<p>1.1. Teacher's role: (a) teachers will reflect on lesson outcomes and use this knowledge to drive future instruction; (b) collect and communicate content related data during PLC meetings PLC's role: Using the individual teacher data, PLCs will reflect on lesson outcomes and data used to drive future instruction. MTSS Leadership Team role: Use data to drive teacher support and student supplemental instruction. Minutes of meetings will be maintained for progress monitoring. Administrators: Provide feedback to the PLCs on information contained in logs.</p>	<p>1.1. (a) PLC common core curriculum assessments (pre, post, end of unit): throughout the grading period (b) Unit, chapter, and/or big idea assessments in adopted curriculum materials: throughout the grading period</p>	
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		<p>Action Steps</p> <p><u>Within PLCs before instruction and during instruction of new content.</u> (a) teachers will use student data (checks for understanding, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate differentiated lessons that meet the individual needs of all students in the classroom; (b) teachers work to improve upon both individually and collectively, the ability to effectively use differentiated activities; (c) using data from previous assessments and daily classroom performance/work, teachers plan differentiated groups and activities (including homework) for the delivery of new content in upcoming lessons.</p> <p>During Instruction:</p> <p>Teachers will</p>					
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	<p>give students (a) different ways to take in information; (b) different amount of time to complete the work; (c) different assignments depending on ability, readiness, comprehension level, learning preferences/styles, and interests; (d) different types of assessments.</p> <p>Teachers will (a) use data to drive instruction before beginning a unit of study, during the unit of study, and at the end of the unit of study; (b) create a variety of activities and tasks that allows students to explore concepts and standards in different ways; (c) give students choices in some of their learning activities.</p> <p>For high performing and gifted students, teachers will (a) make modifications to ensure students are challenged with higher-level thinking activities and (b) use curriculum compacting, independent study, and extension activities where</p>					
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		<p>appropriate.</p> <p>For lower performing students, teachers will (a) make modifications and use a variety of strategies to ensure students are learning the essential skills of the core curriculum.</p> <p>For ELL students, teachers will (a) use gestures, visuals, and graphic organizers when explaining concepts; (b) specifically pinpoint and teach the academic language these students need to learn in order to complete a task; (c) recognize cultural/experiential differences, and when feasible, include these in units and examples.</p> <p>Within PLCs after instruction:</p> <p>Teachers (a) reflect and discuss the outcome of their DI lessons. (b) Use student data to identify successful DI techniques for future implementation. (c) Initiate the problem solving process for students who are not learning.</p>					
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 92% to 95%.	92%	95%	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	PLC Facilitator	All teachers	Ongoing	Classroom walkthroughs	Administrators
			Ongoing PLCs			

End of Writing Goals

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Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. There is not a system to reinforce parents for facilitating improvement in attendance.</p>	<p>1.1. Tiers 2 and 3 When a student reaches 6-10 days of unexcused absences and/or tardies, the administration or identified staff will investigate the reason for the absence/tardy and may notify the parents/guardians via mail that future absences/tardies must have a doctor's note or other reason outlined in the Student Handbook. A parent/administrator/student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting with improving attendance/tardies.</p>	<p>1.1. Administrators, Social Worker, and Data Processor will monitor absences and tardies through the use of the daily absentee bulletin and the sign-in sheet(s).A database will be created to track students.</p>	<p>1.1. Administrators, Social Worker, and Data Processor will determine if additional interventions are necessary for the targeted students.</p>	<p>1.1. Recognition at Awards Ceremonies each grading period</p>		
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<p><u>Attendance Goal #1:</u></p> <p>The attendance rate will increase from 97.15% to 97.3%.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%.</p> <p>The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>97.15%</p>	<p>97.3%</p>					
	<p><u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u></p>					
	<p>6</p>	<p>5</p>					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Unexcused</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Unexcused Excessive</u> <u>Tardies</u> <u>(10 or more)</u>					
	64	57					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

Suspension Goal(s)

Suspension Goal(s)	Problem-solving						
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	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	Strategy Data Check	Student Evaluation Tool		
1. Suspension	1.1. Teachers need to better communicate expectations and rules and provide more explicit instruction to students on the expectations and rules for appropriate classroom behavior.	1.1. During PLCs teachers will share ideas for communicating expectations and rules and providing more explicit instruction to students on the expectations and rules for appropriate classroom behavior.	1.1. PLC Facilitators	1.1. A subgroup of the Problem Solving Leadership Team will review the PLC logs for data and discussion.	1.1. Awards received at Awards Ceremonies at the end of each grading period		

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Suspension Goal #1:	<u>2012 Total Number of</u>	<u>2013 Expected Number of</u>					
	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
The total number of in-school suspensions will decrease by 10%.							
The total number of students receiving in-school suspension throughout the school year will decrease by 10%.							
The total number of out-of-school suspensions will decrease by 10%.							
The total number of students receiving out-of-school suspensions throughout the school year will decrease by 10%.							
	0	0					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	3	1					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	3	1					
		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
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professional development or
PLC activity.
PD Content /Topic

Grade Level/Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

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

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<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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or PD Activity

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

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

End of Dropout Prevention Goal(s)

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 <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p>The percentage of instructional and professional staff who strongly agree with the indicator "Processes are in place for differentiating instruction at this school" under Commitment to Continuous Improvement will increase from 69.2% to 75%.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p>69.2%</p>	<p>75%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Parent Involvement Goal(s)</p>	<p>Problem-solving Process to Parent Involvement</p>						
<p>Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

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

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

Health and Fitness Goal(s)

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

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

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<p>1. Health and Fitness Goal</p>	<p>I.1.</p>	<p>I.1. Students will engage in 150 minutes of physical education per week in kindergarten through grade 5.</p>	<p>I.1. Administrators. Physical Education teachers' schedules reflect 60 minutes of the mandated 150 minutes of Elementary Physical Education. The classroom teachers document in their lesson plans the remaining 90 minutes of "Supplemental" physical education that students have per week. This is also reflected in the Master Schedule.</p>	<p>I.1. Classroom walk throughs Class schedules</p>	<p>I.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>		
<p><u>Health and Fitness Goal #1:</u> During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 68% on the Pretest to 95% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>68%</p>	<p>95%</p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		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
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Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase						
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	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. Some still resist the level of collaboration necessary to make this kind of improvement.	1.1. The Leadership Team will meet with grade level teams once every six weeks to review student data and collaborate with teams on how to differentiate instruction to improve academic achievement.	1.1. Who? Principal. Leadership Team.	1.1. Review PLC logs	1.1. Informal survey of students		

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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of parents who strongly agree with the indicator that “this school is meeting the academic needs of my student” (under Student Learning) will increase from 57.8% in 2012 to 70% in 2013.							
	57.8%	70%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

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

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	B.1.	B.1.	B.1.	B.1.	B.1.		
<p><u>Reading Goal B:</u> Enter narrative for the goal in this box.</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

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NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1. See Reading Goal 1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 70% to 75%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 70%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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. See Reading Goal 1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 25% to 35%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
E. Students scoring proficient in Writing.	2.1. See Writing/LA Goal 1.	2.1.	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
<p>20%</p>						
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	F.1.	F.1.	F.1.	F.1.		

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Mathematics Goal F:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.	G.1.	
Mathematics Goal G:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							

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		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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		
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Geometry Goal H:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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Elementary, Middle and High 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		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		

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Science Goal J:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

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

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K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Biology Goal K:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Biology Goal L:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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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		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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STEM Goal #1: Implement/expand inquiry-based experiences for students in math and science through the 5E model.	1.1.	1.1. -Documentation of planning of units and outcomes of units PLC logs	1.1. PLC facilitator	1.1. Administrative walk-throughs	1.1. In PLC Log, document number of project-based learning experiences in math, science
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student				
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	Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from ____ in 2011-2012 to ____ in 2012-2013.	1.1.	1.1. Provide field trips to local businesses.	1.1.	1.1. Who and how will the fidelity be monitored? How will the evaluation tool data be used to determine the effectiveness of strategy?	1.1. PLC log of field trip plans and field trip reflection with teachers
	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

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

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Final Amount Spent			

Science Olympics materials, technology as available, Awards: brag tags, and PYP materials.