

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Kenly Elementary	District Name: Hillsborough
Principal: Shirlean Cobb	Superintendent: MaryEllen Elia
SAC Chair: Jerri Brown	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

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

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

		Certification(s)	of Years at Current School	Years as an Administrator	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																									
Principal	Shirlean Cobb	Master's Degree in Education Administration/Leadership	9	19	<table border="1"> <thead> <tr> <th>Years</th> <th>Grade</th> <th>Prof Read</th> <th>Gains</th> <th>Bottom 25%</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>C</td> <td>47%</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>2011</td> <td>C</td> <td>60%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>2010</td> <td>D</td> <td>82%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>2009</td> <td>C</td> <td>64%</td> <td>61%</td> <td>77%</td> </tr> </tbody> </table>	Years	Grade	Prof Read	Gains	Bottom 25%	2012	C	47%	64%	64%	2011	C	60%	60%	60%	2010	D	82%	67%	67%	2009	C	64%	61%	77%
Years	Grade	Prof Read	Gains	Bottom 25%																										
2012	C	47%	64%	64%																										
2011	C	60%	60%	60%																										
2010	D	82%	67%	67%																										
2009	C	64%	61%	77%																										
Assistant Principal	Janet Matthews	Master's Degree in Education Administration/Leadership National Board Certified Teacher	7	7	<table border="1"> <thead> <tr> <th>Years</th> <th>Grade</th> <th>Prof Read</th> <th>Gains</th> <th>Bottom 25%</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>C</td> <td>47%</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>2011</td> <td>C</td> <td>60%</td> <td>59%</td> <td>47%</td> </tr> <tr> <td>2010</td> <td>D</td> <td>64%</td> <td>53%</td> <td>60%</td> </tr> <tr> <td>2009</td> <td>C</td> <td>64%</td> <td>60%</td> <td>61%</td> </tr> </tbody> </table>	Years	Grade	Prof Read	Gains	Bottom 25%	2012	C	47%	64%	64%	2011	C	60%	59%	47%	2010	D	64%	53%	60%	2009	C	64%	60%	61%
Years	Grade	Prof Read	Gains	Bottom 25%																										
2012	C	47%	64%	64%																										
2011	C	60%	59%	47%																										
2010	D	64%	53%	60%																										
2009	C	64%	60%	61%																										

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																									
Reading	Mary Kelley	Master's degree in Early Childhood with Reading Certification	10	10	<table border="1"> <thead> <tr> <th>Years</th> <th>Grade</th> <th>Prof Reading</th> <th>Gains</th> <th>Bottom 25%</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>C</td> <td>47%</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>2011</td> <td>C</td> <td>60%</td> <td>59%</td> <td>47%</td> </tr> <tr> <td>2010</td> <td>D</td> <td>55%</td> <td>53%</td> <td>60%</td> </tr> <tr> <td>2009</td> <td>C</td> <td>64%</td> <td>60%</td> <td>61%</td> </tr> </tbody> </table>	Years	Grade	Prof Reading	Gains	Bottom 25%	2012	C	47%	64%	64%	2011	C	60%	59%	47%	2010	D	55%	53%	60%	2009	C	64%	60%	61%
Years	Grade	Prof Reading	Gains	Bottom 25%																										
2012	C	47%	64%	64%																										
2011	C	60%	59%	47%																										
2010	D	55%	53%	60%																										
2009	C	64%	60%	61%																										
Math	Jenise Freeland	Master's degree in Educational Leadership K-12, ESE K-12, ESOL Endorsed, Elementary Education K-6	1	1	First Year																									

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

Writing Resource	Audra Brazell	Bachelor's degree with Certification in Elementary Education K-6	2	2	Years 2012 2011	Grade C C	Prof Reading 72% 80%
Science Resource	Deshonda Rogers	Bachelor's degree with Certification in Elementary Education K-6	3	3	Years 2012 2011	Grade C C	Prof 28% 27%

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		June, 2013	
2. Renaissance Fair	General Directors of Federal Programs	June, 2013	
3. Salary Differential (Renaissance School)	General Directors of Federal Programs	Ongoing	
4. Performance Pay	General Directors of Federal Programs	Ongoing	
5. Partnering new teachers with veteran staff	Principal	Ongoing	
6. Incentives for teachers for perfect attendance	Principal	Ongoing	
7. Welcome breakfast for faculty and staff	Principal	Ongoing	
8. Refreshments for faculty and staff	Principal	Ongoing	
9. Culture building activities incorporated into faculty meetings	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
---	--

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

6 out of field but all are highly qualified. They are fulfilling requirements for ESOL endorsements	Twice a year a face to face meeting is held to go over the required course status. The ESOL classes are posted as well as on the school internal so that all that need the courses are provided with information about upcoming courses.
---	--

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
100% (44)	9% (4)	32% (14)	34% (15)	25% (11)	25% (11)	100% (44)	9% (4)	7% (3)	52% (23)

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
Brenda Christman (District EET Mentor)	Shavonda Phillips-2 nd year teacher	EET Mentor-Highly Qualified	Weekly visits with mentoring models, advising data analysis, conferencing and problem solving.
Brenda Christman (District EET Mentor)	April Jolly-2 nd year teacher	EET Mentor-Highly Qualified	Weekly visits with mentoring models, advising data analysis, conferencing and problem solving.

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

Brenda Christman (District EET Mentor)	Elisabeth Frazier – 2 nd year teacher	EET Mentor-Highly Qualified	Weekly visits with mentoring models, advising data analysis, conferencing and problem solving.
Brenda Christman (District EET Mentor)	Tamara Williams – 1 st year teacher	EET Mentor-Highly Qualified	Weekly visits with mentoring models, advising data analysis, conferencing and problem solving.
Brenda Christman (District EET Mentor)	Lucinda Evans 2 nd year teacher	EET Mentor-Highly Qualified	Weekly visits with mentoring models, advising data analysis, conferencing and problem solving.
Brenda Christman (District EET Mentor)	Raychel Gantt – 1 st year teacher	EET Mentor-Highly Qualified	Weekly visits with mentoring models, advising data analysis, conferencing and problem solving.
Jerri Brown, (school based mentor)	Gabielle Denize - 2 nd year teacher	12 year veteran teacher	Meets with administrators as needed. Support is on-going for mentees; planning in PLC's and team meetings.
Erica Reid, (school based mentor)	Wanda Rosado - 2 nd year teacher	5 year veteran teacher	Meets with administrators as needed. Support is on-going for mentees; planning in PLC's and team meetings.
Jerri Brown, (school based mentor)	Marisol Hernandez - 2 nd year teacher	12 year veteran teacher	Meets with administrators as needed. Support is on-going for mentees; planning in PLC's and team meetings.
Kristen Mahlum, (school based mentor)	Susan Snode - 1 st year teacher	6 year veteran teacher, Team Leader	Meets with administrators as needed. Support is on-going for mentees; planning in PLC's and team meetings.

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.

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

<p>Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: during and after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents when we have migrant students. The advocate works with teachers and other programs to ensure that the migrant students' needs are met.</p>
<p>Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.</p>
<p>Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>
<p>Title X- Homeless The district receives funds to provide resources (social workers and tutoring for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs Conflict Resolution and Bully Prevention are taught to all faculty and staff as well as to every student at Kenly by the guidance counselor. The counselor also trains Peer Mediators and runs the program for use by all students in all grade levels who need the service. The Child Abuse Council provides an hour program for grades three and four on violence prevention annually during wellness week.</p>
<p>Nutrition Programs Kenly received a Silver Award from the Alliance for a healthier generation that included requirements on nutrition and exercise. They will be continuing to try to obtain additional classes for staff wellness, as well as striving for the Silver and Gold again this year. Students have nutrition information presented weekly on the morning news to help them learn the importance of healthy eating for academic success and health. Posters are on display throughout the school on nutrition. Fresh Fruits and Vegetable snacks will be given to all students approximately two to three times a week in an effort to cultivate the student's taste for healthy foods.</p>
<p>Housing Programs N/A</p>
<p>Head Start We utilize information from students in the Head Start to transition into kindergarten.</p>
<p>Adult Education</p>
<p>Career and Technical Education The career and technical support is specific to each school site which funds can be utilized, in a specific program within Title I regulation.</p>

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

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program within Title I regulations.

Other

N/A

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

Shirlean Cobb / Principal, Lauren Bearsley / Psychologist, Roger Whitfield / SSW, Bianca Hawkins / Counselor, Kim McCray / ESE Teacher, Janet Matthews / Assistant Principal, Mary C. Kelley, / Reading Coach, Katie Cortelyou / Academic Intervention Specialist. Other staff members are invited as appropriate to meet the goals of the meeting.

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

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

The purpose of the PSLT in our school is to insure high quality instruction / intervention matched to student needs and using performance level and learning rate over time to make data based to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve satisfactory progress and improve other long term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the reviews and analysis of student data.

- There is a member of the PSLT on each PLC and they are the communication link that is the conduit of knowledge. The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:
- Oversee the multi-layered model of service delivery (Core Curriculum, Supplemental and Intensive Services)
- Based on student data, recommend, coordinate and implement supplemental and intensive services that matches students' non-mastery of skills through:
 - Tutoring during small group pull-outs in math and reading
 - Extended Learning Programs during and after school
 - Saturday Academies in reading, writing, math and science
 - Intensive reading and math intervention time
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the core curriculum instruction through the
 - Implementation and support of PLC's
 - Use of school based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
 - Use of Mini-Lessons (data will be collected by PLC's and entered and compiled for analysis by members of the PSLT)
 - Use of Common Core Assessments at the end of segments / chapters (data will be collected by PLC's and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and / or interventions (Differentiated Instruction)
 - Communication with major stakeholders (parents, business partners, community members, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLC's.
- Work collaboratively with the PLC's in the implementation of the C-CIM (Core Continuous Improvement Model and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate / collaborate with other working committees, such as the Reading, Math, Science and Writing Leadership Teams (which are charged with developing a plan for embedding / integrating reading, math, science, and writing strategies across all other content areas).

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

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 Chair of SAC is a member of the PSLT on an adhoc as needed.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011 – 12 school year and during pre-planning for the 2012 – 13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements / Problem Solving Process sections (and related professional development plans) for the school-wide goals in reading, writing, math, science, attendance and suspension / behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLC's, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Area Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC logs	Individual Teachers, Team Leaders, PLC Facilitators, Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Curriculum Based Measurement	School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

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

Describe the plan to train staff on MTSS.

The Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The 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(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and or EET evaluation data, will occur during faculty meeting times. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions 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 Leadership Teams/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.

Response to Intervention (RTI) has also been described in Florida 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. In order 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, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- 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)

School-Based Literacy Leadership Team

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

The LLT at Kenly is the Reading Leadership team and it serves as the school's Literacy Leadership Team and Professional Learning Community. The team is comprised of:

- Principal
- Reading Coach
- Reading Teachers
- Media Specialist
- Academic Intervention Specialist
- ESE Teacher

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

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

Most RLT members are on the Problem Solving Leadership team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the RLT chairperson and the reading coach is co-chair, they provide extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the RLT monitors reading data, identifies school-wide and individual teachers' reading focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership teams' support.

Additionally the Principal ensures that time is provided for the RLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students at faculty meetings.

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

- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan
- CCSS and text Complexity

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

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

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

encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>I.1. Inadequate time for professional development Lack of subs to provide coverage for professional development and/or observing other teachers Staying aligned with EET observations Inadequate lesson planning that includes differentiation.</p>	<p>I.1. Teachers will understand Foundational Skills, Common Core State Standards, text complexity, close reading and differentiated instruction through onsite training. They will embed the same within the planning and implementation of the readers' workshop model. This will be accomplished with increased rigor and using an array of text (at least 50% informational), as well as varying levels of text complexity. The entire instructional staff will participate in a year-long book study of <u>Rigor is NOT a Four Letter Word</u>.</p>	<p>I.1. Data from administrative walkthroughs, EET observations and PLC learning logs will reveal the level of application by the teachers. The reading coach, with assistance from the Reading Leadership Team, will plan and deliver professional development in Foundational Skills, Common Core State Standards, text complexity, close reading, questioning techniques and differentiated instruction. Facilitators from the PSLT will guide the book study of <u>Rigor is NOT a Four Letter Word</u> within their PLCs.</p>	<p>I.1. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.</p>	<p>I.1. Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments and FAIR.</p>		
<p><u>Reading Goal #1:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on FCAT 2.0 Reading will increase from 43% to 47% or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	43%	47%					
		<p>1.2 Inadequate time for professional development</p> <p>Lack of subs to provide coverage for professional development and/or observing other teachers</p> <p>Staying aligned with EET observations</p> <p>Inadequate lesson planning that includes differentiation</p>	<p>1.2. Teachers will refine their questioning techniques, employing higher order thinking as well as learn to formulate text-based questions.</p>	<p>1.2. Data from administrative walkthroughs, EET observations and PLC learning logs will reveal the level of application by the teachers.</p> <p>The reading coach, with assistance from the Reading Leadership Team, will plan and deliver professional development in Foundational Skills, Common Core State Standards, text complexity, close reading, questioning techniques and differentiated instruction. Facilitators from the PSLT will guide the book study of <u>Rigor is NOT a Four Letter Word</u> within their PLCs.</p>	<p>1.2. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.</p>	<p>1.2. Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments and FAIR.</p>	
		<p>1.3. Lack of Providers</p>	<p>1.3. Thirty minute daily targeted interventions will occur in all grade levels – intensive, supplemental, on level and enrichment.</p>	<p>1.3. PLC Facilitators</p>	<p>1.3. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.</p>	<p>1.3. Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments, Easy CBM and FAIR</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>	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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>		<p>See Strategy 1.1</p>					

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

<p><u>Reading Goal #2:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on FCAT 2.0 Reading will increase from 18% to 23% or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>18%</p>	<p>21%</p>					
			<p>See Strategy 1.2</p>				
		<p>2.3 Lack of Providers</p>	<p>2.3 Thirty minute daily enrichment will be provided, such as Lit Circles and other student-led learning.</p>	<p>2.3 PLC Facilitators</p>	<p>2.3 Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.</p>	<p>2.3 Student conferencing and reading logs, performance tasks, comprehension checks, DRA2, core curriculum assessments and FAIR.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>		<p>See Strategy 1.1</p>					

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

<p><u>Reading Goal #3:</u> In grades 3-5, the percentage of All Curriculum students making learning gains on FCAT 2.0 Reading will increase from 64% to 67% or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>64%</p>	<p>67%</p>					
			<p>See Strategy 1.2</p>				
			<p>See Strategy 1.3</p>				
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>		<p>See Strategy 1.1</p>					

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

<p><u>Reading Goal #4:</u> In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on FCAT 2.0 Reading will increase from 78 points to 80 points or higher.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>78 points</p>	<p>80 points</p>					
		<p>4.2. Acquiring highly qualified teachers.</p>	<p>4.2. Through careful analyzing of informal and formal assessment data, instruction in the Extended Learning Program will target the learning gaps of these students. Particular attention will be given to the Foundational Skills.</p>	<p>4.2.</p>	<p>4.2. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.</p>	<p>4.2. Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments, ISIP, EasyCBM, Tier 2 and 3 Rtl data collection sheets, Foundational Skills checklists and FAIR.</p>	

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

		4.3 Coordinating between classroom teachers and intervention providers.	4.3. Thirty minute daily targeted interventions will occur in all grade levels – intensive, supplemental, on level and enrichment. We will utilize outside vendors for SES	4.3.	4.3. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.	4.3 Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments, ISIP, EasyCBM, Tier 2 and 3 RtI data collection sheets, Foundational Skills checklists and FAIR.	
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%.		Information on how to fill out this section/row is forthcoming from the state.					
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		See Strategy 1.1					

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

<p><u>Reading Goal #5A:</u> In Grades 3-5, 40% or more of the White, Black and Hispanic All Curriculum student subgroups will score a Level 3 or higher on FCAT 2.0 or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 49% Black: 34% Hispanic:47% Asian: N/A American Indian: N/A</p>	<p>White: 54% Black: 41% Hispanic:49% Asian: N/A American Indian: N/A</p>					
			<p>See Strategy 1.2</p>				
			<p>See Strategy 1.3</p>				
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>		<p>See Strategy 1.1</p>					

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

<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In Grades 3-5, 40% or more of our Economically Disadvantaged All Curriculum students will score a Level 3 or higher on FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%.</p>							
	37%	40%					
			See Strategy 1.2				
		<p>5B.3. Additional Classroom Computers</p>	<p>5B.3. Read Appropriate text with audio support Thirty minute daily targeted interventions will occur in all grade levels – intensive, supplemental, on level and enrichment.</p>	<p>5B.3.</p>	<p>5B.3. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.</p>	<p>5B.3. Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments, ISIP, EasyCBM, Tier 2 and 3 RtI data collection sheets, Foundational Skills checklists and FAIR.</p>	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.		See Strategy 1.1					
<u>Reading Goal #5C:</u> In Grades 3-5, 30% or more of our ELL All Curriculum students will score a Level 3 or higher on FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	14%	17%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3. Lack of Spanish Speaking providers	5C.3. Thirty minute daily targeted interventions will occur in all grade levels – intensive, supplemental, on level and enrichment.	5C.3. PLC Facilitators	5C.3. Individual teachers, PLCs , RLT and PSLT will reflect on outcomes based on frequent data analysis, data sorts and data walls in order to plan next steps.	5C.3. Student conferencing and reading logs, performance tasks, running records with miscue analysis, comprehension checks, DRA2, oral reading fluency measures, core curriculum assessments, ISIP, CELLA, EasyCBM, Tier 2 and 3 RtI data collection sheets, Foundational Skills checklists and FAIR.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		See Strategy 1.1					
<u>Reading Goal #5D:</u> In Grades 3-5, 19% or more of our Students With Disabilities All Curriculum students will score a Level 3 or higher on FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%. (<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	16%	19%					
			See Strategy 1.2				
			See Strategy 1.3				

Reading Professional Development

Professional						
---------------------	--	--	--	--	--	--

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

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
5 Day Vocabulary Plan	K-5	Reading Coach / Content Resource Teachers	School Wide	February 12	Administrative walkthroughs, classroom observations and lesson plan collaboration	Administrators, Peers, Mentors, Reading Coach and Resource Teachers
Text Complexity and Close Reading	K-5	Reading Coach	RLT/PLC/Team Meetings	On Going	Administrative walkthroughs, classroom observations and lesson plan collaboration	Administrators, Peers, Mentors, Reading Coach and Resource Teachers
Test Dependent Questioning	K-5	Reading Coach / Content Resource Teachers	School Wide	January 8 & 15	Administrative walkthroughs, classroom observations and lesson plan collaboration	Administrators, Peers, Mentors, Reading Coach and Resource Teachers

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)).

Elementary School Mathematics	Problem-Solving Process to Increase						

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

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

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

<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1.</p> <ul style="list-style-type: none"> Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). Students with varying levels of proficiency. Lack of time to prepare common assessments and plan for instruction using data. Lack of parental support. Lack of student motivation. 	<p>1. Strategy Teachers provide Differentiated Instruction (DI) as a result of common assessments to ensure the mastery of essentials skills.</p> <p>Action Steps <u>Planning/PLC's before the Lesson</u></p> <ul style="list-style-type: none"> PLC's identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question <ul style="list-style-type: none"> “What do we want students to learn?” (EET 1e, 4d) PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the questions “ <ul style="list-style-type: none"> How do we know I they have learned it?” Specifically, PLCs reflect on the following questions, <ul style="list-style-type: none"> “Does the assessment match the intended essential learning targets?” (EET 1f) If using a rubric, have we come to a 	<p>1.1. <u>Who</u></p> <ul style="list-style-type: none"> Principal Assistant Principal Math Resource Teacher\ <p><u>How</u></p> <ul style="list-style-type: none"> PLC logs turned into administration. Administration provides feedback Evidence of strategy in teachers lesson plans seen during walk-throughs 	<p>1.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> Teachers reflect on lessons during the unit citing/using specific evidence o learning and use this knowledge to drive future instruction Teachers use the data to calculate their student’s progress towards the SMART goal developed in their PLC Teachers track their students’ / individual progress towards the SMART goal <p><u>PLC Level</u></p> <ul style="list-style-type: none"> Using individual teacher data, PLCs calculate the SMART goal data across all classes. PLCs chart grade-level progress towards the SMART goal After each major assessment PLCs will ask the following questions <ul style="list-style-type: none"> How are we using data to inform our instruction? What barriers to implementation are we acing and how will e address them? To what degree are we making progress towards out SMART Goal? Are there skills that need to be re-taught in a whole lesson to the entire class? Are there skills that need to be re-taught to targeted students? How do we report and share out results with the Leadership Team? <p><u>Problem Solving Leadership Team Level</u> PLC facilitator shares data with the Problem Solving Leadership Team.</p> <ul style="list-style-type: none"> Data will be used to plan or future supplemental instruction. 	<p>1.1 <u>2-3x per year</u> District Baseline and CAT Practice Testing</p> <p><u>During Grading Period</u> Common assessments (chapter tests, mini-benchmark tests, modified tests provided by district)</p>		
--	--	--	--	--	--	--	--

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

		<p>consensus of what each level of the rubric looks like?</p> <ul style="list-style-type: none"> ○ How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment, How will we explain to students the performance standards by which their learning will be evaluated? ○ How will we involve student self assessment and monitoring? ○ How will we collect and track end of unit assessment data in order to evaluate student growth? (EET 1f, 4d) ● PLCs write a SMART goal or the upcoming unit <ul style="list-style-type: none"> ○ instruction (for example, 75% of the students will score an 80% or above on each unit o instruction (EET 1c, 4d) ● As a Professional Development activity in their PLCs, teacher plan for Differentiated Instruction using data from previous 				
--	--	---	--	--	--	--

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

		<p>assessments to guide student groupings.</p> <p><u>Do/Check</u> <u>Teachers in the Classroom</u></p> <ul style="list-style-type: none"> • PLC teachers instruct students using district approved materials, incorporating effective strategies and Differentiated Instruction activities discussed at PLC meetings. • At the end of the unit, teachers on each grade level give a common assessment <p><u>Teachers/PLCs</u> <u>after the Common Assessment</u></p> <ul style="list-style-type: none"> • Teachers bring assessment data back to the PLCs (EET 3d, 4d) • Based on the data, teachers reflect on their own teaching (EET 4a) • Based on the data, teachers discuss Differentiated Instruction strategies that were effective (EET 4a, 4d) • Based on the data, teachers decide what skills <ul style="list-style-type: none"> ○ need to be re-taught in a whole lesson to the entire class ○ need to be 					
--	--	---	--	--	--	--	--

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

		<p>moved to mini-lessons or the entire class, and</p> <ul style="list-style-type: none"> ○ retaught to targeted students (EET 1b, 1c) ● PLCs discuss Differentiated Instruction strategies or re-teaching of essential skills using data to determine small group instruction ● PLCs discuss how the data will be used to Differentiate instruction during the initial teaching of the upcoming lesson. ● After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning (EET 3d) ● Throughout the school year, teacher participate in aculty reviews where teachers document effective DI strategies during report card and matrix discussion with the Administration and Resource Teachers 					
--	--	---	--	--	--	--	--

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

Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5 the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT Math will increase from 37% to 40%, or by at least 5%.							
	37% (96)	40%					

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

		<p>1.2.</p> <ul style="list-style-type: none"> Not all teachers plan or higher order questions prior to teaching the lesson Not all teachers know how to ask higher order/open ended questions and student led discussion during instruction Teachers have a lack of content knowledge due to lack of participation in district offered professional development opportunities 	<p>1.2.</p> <p><u>Strategy</u></p> <ul style="list-style-type: none"> Students' comprehension of course content/standards increases through participation in higher order thinking/questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET 1e, 3b) <p>Action Steps Plan <u>Teacher PD for Math Higher Order Questioning and Instructional Practices</u></p> <ul style="list-style-type: none"> Teachers will attend professional development activities provided by the district (Higher Order Thinking, 	<p>1.2.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> Principal Assistant Principal Math Resource Teacher\ EET/Peers and Mentors <p><u>How</u></p> <ul style="list-style-type: none"> Math Leadership Team Minutes and PLC logs turned into administration. Administration provides feedback Evidence of strategy in teachers lesson plans seen during walk-throughs EET Peer observations Administration observations (formal and informal) 	<p>1.2.</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction Teachers maintain their assessments Teachers chart their students' individual progress towards mastery. Teachers attend district provided professional development activities relating to higher order questioning. <p><u>PLC Level</u></p> <ul style="list-style-type: none"> PLCs discuss how to report and share the team data with the Problem Solving Leadership Team. Data is used to identify effective higher order activities in future lessons <p><u>Problem Solving Leadership Team Level</u></p> <ul style="list-style-type: none"> PLC facilitator shares data with the PSLT PSLT used data to evaluate the effectiveness of strategy implementation, supplemental instruction or targeted students and future professional development for teachers 	<p>1.2.</p> <p><u>2-3x per year</u></p> <p>District Baseline and CAT Practice Testing</p> <p><u>During Grading Period</u></p> <p>Common assessments (chapter tests, mini-benchmark tests, modified tests provided by district)</p>	
--	--	---	--	---	--	--	--

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

			<p>Problem Solving, etc.) and apply the questioning and instructional strategies in the classroom.</p> <ul style="list-style-type: none"> • Within PLCs, teachers discuss how to scaffold questions and activities to need the differentiated needs o students for upcoming lessons. • Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET 1a, 1b, 1c, 1e, 3b, 4a, 4d) • Within PLCs, teachers plan and write or higher order questions in upcoming lessons (EET 1a, 1b, 1c, 1e, 3b, 4d) <p>Do/Check <u>Teachers in the Classroom</u></p> <ul style="list-style-type: none"> • During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner (EET 1b, 3b, 3e) 				
--	--	--	---	--	--	--	--

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

			<ul style="list-style-type: none"> • During the lesson, teachers successfully engage all students in the discussion (EET 1b, 3b, 3e) • Students formulate many of the high-level questions and endure that all voices are heard (EET 3b) • Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding o learning objective • At the end of the unit, teacher administer the common assessment. <p>Check/Act <u>PLCs After</u> <u>the Common</u> <u>Assessment</u></p> <ul style="list-style-type: none"> • Teachers bring their common assessment data back to the PLCs. • Based on the data, teachers reflect on their own teaching (EET 4a) • Using the data, effective higher order strategies and techniques are identified, discussed and 				
--	--	--	--	--	--	--	--

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

			<p>modeled in order to implement techniques in future lessons (EET 1c, 1, 4a, 4d, 4e)</p> <ul style="list-style-type: none"> • After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning (EET 3d) <p><u>Administrators and Leadership Team</u></p> <ul style="list-style-type: none"> • Through walk-throughs, teachers are identified that excel in higher order thinking questioning. (EET 4d, 4e) • PLC Facilitator put higher order thinking questioning techniques on every agenda, allowing teachers to share successes and challenges. • The higher order strategy is on the Leadership Teams' agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. <p><u>Whole Faculty</u> Throughout the</p>				
--	--	--	---	--	--	--	--

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

			<p>school year, teachers will participate in Faculty SIP reviews in Leadership Team meeting where teachers are able to showcase effective higher order thinking.</p>				
--	--	--	---	--	--	--	--

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

		<p>1.3.</p> <ul style="list-style-type: none"> Teachers' lack of knowledge <ul style="list-style-type: none"> student engagement techniques Need of teachers' participation in district provided professional development activities. Not all teachers plan or student engagement prior to teaching the lesson Not all teachers involve students in leading discussions 	<p>3. <u>Strategy</u></p> <ul style="list-style-type: none"> Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to endure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis <ul style="list-style-type: none"> student level of engagement during a coherent well-designed lesson using the Student Engagement Rubric. This strategy focuses on the following components in engagement <ul style="list-style-type: none"> <i>Activities and Assignments</i> <ul style="list-style-type: none"> Are the centerpiece of learning and promote higher order thinking Emphasize depth over breadth Are highly intellectual and 	<p>1.3. <u>Who</u></p> <ul style="list-style-type: none"> Principal Assistant Principal Math Resource Teacher\ EET/Peers and Mentors <p><u>How</u></p> <ul style="list-style-type: none"> PLC logs turned into administration. Administration provides feedback Evidence of strategy in teachers lesson plans seen during walk-throughs EET Peer observations Administration observations (formal and informal) 	<p>1.3. <u>Teacher Level</u></p> <ul style="list-style-type: none"> Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction Teachers maintain their assessments Teachers chart their students' individual progress towards mastery. Teachers attend district provided professional development activities relating to student engagement (HOT Talk, Cool Moves, etc.). <p><u>PLC Level</u></p> <ul style="list-style-type: none"> PLCs discuss how to report and share the team data with the Problem Solving Leadership Team. Data is used to identify effective higher order activities in future lessons <p><u>Problem Solving Leadership Team Level</u></p> <ul style="list-style-type: none"> PLC facilitator shares data with the PSLT PSLT used data to evaluate the effectiveness of strategy implementation, supplemental instruction or targeted students and future professional development for teachers 	<p>1.3. <u>2-3x per year</u></p> <p>District Baseline and CAT Practice Testing</p> <p><u>During Grading Period</u></p> <p>Common assessments (chapter tests, mini-benchmark tests, modified tests provided by district)</p>	
--	--	---	---	---	--	---	--

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

			<p>promote significant learning.</p> <ul style="list-style-type: none"> ○ <i>Grouping of students are</i> <ul style="list-style-type: none"> ■ Productive and fully appropriate to the students or to the instructional purposes of the lesson ■ Influenced by the students information or adjustment ○ <i>Instructional Materials and resources are:</i> <ul style="list-style-type: none"> ■ Suitable to the instructional purposes and engage students mentally ■ Initiated by student choice, adaptation, or creation fo materials to enhance their learning ■ Supple mented when better suited to engaging students in deep learning. ○ <i>Structure and Pacing are:</i> 				
--	--	--	---	--	--	--	--

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

			<ul style="list-style-type: none"> ■ Highly coherent and allows for reflection and closure ■ Ideal or keeping momentum ■ Organized with a structure or an agenda, but with flexible time frames to ensure appropriate time for all facets of the lesson. <p><u>Action Steps</u></p> <p><i>Teacher Professional Development</i></p> <ul style="list-style-type: none"> ● Teachers will attend professional development activities on engagement and apply those strategies in the classroom ● The Math Resource Teacher provides student engagement support or all teachers (EET 4d, 4e) <p><i>PLCs Before the Lesson</i></p> <ul style="list-style-type: none"> ● PLCs discuss best practices or student engagement 			
--	--	--	---	--	--	--

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

			<p>outlined in this strategy and on the rubric</p> <ul style="list-style-type: none"> • PLCs discuss how to use the student engagement rubric • Within PLCs, teachers discuss resources to use for engaging students in learning (e.g. manipulatives, technology, supplemental reading, speakers, real world connections) • PLCs identify the common assessments for the upcoming unit of instruction. PLCs are answering the question <ul style="list-style-type: none"> ○ “How do we know they have learned it?” <p><u>Do/Check</u> <i>Teachers in the Classroom</i></p> <ul style="list-style-type: none"> • Teachers use engagement tools in the classroom to enhance deep learning. • Teachers recognize the critical distinction between a classroom in which students 				
--	--	--	---	--	--	--	--

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

			<p>are compliant and busy</p> <ul style="list-style-type: none"> • Teachers ensure students are developing their understanding through what they do and they are asked to think, to make connections, to formulate and test hypothesis, and draw conclusions. • Teachers provide students choices in a range o tasks from a large range, bur the choices are designed to further understanding • Teachers reflect on students' engagement by utilizing the Student Engagement Rubric on a regular basis. • At the end o the unit, teachers administer the common assessment • After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. <p><i>PLCs After the Common</i></p>				
--	--	--	--	--	--	--	--

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

			<p><i>Assessment</i></p> <ul style="list-style-type: none"> • Teachers bring their Engagement Rubrics back to the PLCs or discussion • Teachers bring their common assessment data back to the PLCs. Based on the data (Engagement Rubric and common assessment), teachers reflect on their own teaching. • Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons <p><i>Administrators/ Leadership Team</i></p> <ul style="list-style-type: none"> • Through walk-throughs teachers are identified that excel in student engagement • PLC facilitators put student engagement on every agenda, allowing teachers to share successes and challenges • The student 			
--	--	--	---	--	--	--

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

			<p>engagement strategy is on the PSLT's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p> <p><i>Whole Faculty</i></p> <ul style="list-style-type: none"> Throughout the school year, teachers will participate in faculty SIP reviews where teachers showcase student engagement effective strategies. 				
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.	2.1. See Strategy 1	2.1.	2.1.	2.1.		

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

Mathematics Goal #2: In grades 3-5 the percentage of All curriculum students scoring in Levels 4 or 5 on the 2013 FCAT Math Teat will increase from 9% to 13%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9% (23)	13% (34)					
		2.2.	2.2. See Strategy 1	2.2.	2.2.	2.2.	
		2.3	2.3. See Strategy 1	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipate d Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1.	3.1. See Strategy 1	3.1.	3.1.	3.1.		

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

Mathematics Goal #3: In grades 3-5 the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 29% to 33%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% (76)	33%					
		3.2.	3.2.. See Strategy 1	3.2.	3.2.	3.2.	
		3.3.	3.3.. See Strategy 1	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipate d Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1.. See Strategy 1	4.1.	4.1.	4.1.		

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

Mathematics Goal #4: In grades 3 -5 the percentage of students making learning gains on the 2013 FCAT Math will increase from 63% to 66%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63%	66%					
		4.2.	4.2.. See Strategy 1	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%.							

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

<p><u>Math Goal #5:</u> In grades 3-5 the percentage of all reporting subgroups of students not making learning gains on the 2013 Math FCAT will decrease by at least 5%.</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	5A.1.	5A.1. See Strategy 1	5A.1.	5A.1.	5A.1.		
<p><u>Mathematical Goal #5A:</u> In grades 3-5 the percentage of all reporting subgroups of students not making learning gains on the 2013 Math FCAT will decrease by at least 5%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:49% Black: 31% Hispanic: 36% Asian: American Indian:</p>	<p>White:54% Black: 38% Hispanic:42% Asian: American Indian:</p>					

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

		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipate d Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1. See Strategy #1	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> In grades 3-5 the percentage of economically disadvantaged students not making learning gains on the 2013 Math FCAT will decrease from 66% to 61% or at least 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	66% (141)	61% (131)					
		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:	Anticipate d Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?		Student Evaluation Tool	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1. See Strategy #1	5C.1.	5C.1.	5C.1.		

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

<p><u>Mathematics Goal #5C:</u> In grades 3-5 the percentage of economically disadvantaged students not making learning gains on the 2013 Math FCAT will decrease from 81% to 76% or at least 5%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>81% (27)</p>	<p>76% (16)</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1. See Strategy #1	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> In grades 3-5 the percentage of students with disabilities not making learning gains on the 2013 Math FCAT will decrease from 87% to 82% or at least 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	87% (27)	82% (25)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with									
---	--	--	--	--	--	--	--	--	--

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

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hot Talks Cool Moves	K5 Math Teachers	District Trainer	K-5 Math teachers	November 2012	Administrative walkthroughs, classroom observations and lesson plan collaboration	Administrators, Peers, Mentors, Math Resource Teachers

End of Mathematics Goals

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

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1. Additional training needed in order to implement effective PLC’s	1.1. Attend district trainings for PLC. Plus include, a site based training on interpreting data from assessment and accountability office.	1.1. Principal Assistant Principal Mentor Peer PLC Facilitator	1. Trainers will communicate training information with administration.	1. Mid-Year Assessments, End of Year, Achievement Series assessments, and National Geographic Chapter test.		

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

<p><u>Science Goal #1:</u> In 2012 the number of students scoring levels 3-5 was 27% In 2013 the number of student scoring levels 3-5 will increase to 30%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27%</p>	<p>30%</p>					
		<p>1.2. Lack of content knowledge to deliver effective instruction.</p>	<p>1.2. Attend district science content trainings.</p>	<p>1.2. Principal Assistant Principal Academic Coach Science Resource Teacher</p>	<p>1.2. Science Resource teacher will provide coaching cycles.</p>	<p>1.2. Mid-Year Assessments, End of Year, Achievement series, Student Notebooks, and National Geographic Chapter Test.</p>	
		<p>2. Inconsistent science instruction</p>	<p>1.3. Team Planning and collaborating with the science resource teacher for support in delivering effective instruction.</p>	<p>1.3. Science Resource Teacher Principal Assistant Principal Academic Coach</p>	<p>1.3. Science Resource teacher will provide coaching cycles.</p>	<p>1.3. Mid-Year Assessments, End of Year, Achievement series, Student Notebooks, and National Geographic Chapter test.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. Lack of rigor within science instruction and planning.</p>	<p>2.1. Complete a books study, Rigor is Not a Four Letter Word.</p>	<p>2.1. PLC Facilitator Principal Assistant Principal EET formal and information evaluations from Admin and Mentors District Personnel</p>	<p>2.1. Completing assign task through the worksheets and teacher reflecting.</p>	<p>2.1. Mid-Year Assessments, End of Year, Achievement series, and National Geographic Chapter test. Participation in Science Olympics/Science Fair</p>		

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

<u>Science Goal #2:</u> Increase the number of levels 4 and 5 from 9% to 11%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	9%	11%					
		2.2. Lack of uniformity within grading.	2.2. Utilize PLC to have discussion regarding data and modifying instructional plans based off data.	2.2. PLC Facilitator Principal Assistant Principal Science Resource Teacher	2.2. Item analysis tool to be used by teachers to monitor student performance.	2.2. Use variety of assessments formal/informal, anecdotal, observations of students, notebook, Pre-Test, Mid-Year Test, and EOY test, using more uniformity with assessments.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Science Content training Earth and Life. Physical to be taken during the summer	K-5		K-5 th grade teachers	Date determine by district training availability.	PD post conference and coaching cycle with support from resource teacher or academic coach.	Principal Assistant Principal\ Science Resource Teacher
Purposeful Planning in Science	K-5		K-5 Teachers	Date determine by district training availability.	PD post conference and coaching cycle with support from resource teacher or academic coach.	Principal Assistant Principal\ Science Resource Teacher

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

Science Notebooks	K-5		K-5 Teachers	Date determine by district training availability.	PD post conference and coaching cycle with support from resource teacher or academic coach.	Principal Assistant Principal\ Science Resource Teacher
-------------------	-----	--	--------------	---	---	---

End of Science Goals

Writing/Language Arts Goals

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

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

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>I.1. Not all teachers know how to plan execute writing lessons with a focus in mode-based writing. Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>I.1. Strategy Students use of mode specific writing will improve through the use of Writer’s Workshop/ daily instruction with a focus on mode specific writing. Action Steps: Based on baseline data, PLC’s write SMART goals for each grading period(for example , during the first grading period 50% will be scoring a 4 or higher on the end of grading period prompt) Plan: Professional development for updated rubric courses Professional development for instructional delivery on mode specific writing. Using data to identify trends and needs to drive instruction. Lesson planning based on the needs of students. DO: Daily/ ongoing models and application of appropriate mode-specific writing based on teaching points. Daily conferencing</p>	<p>I.1. Who Principle AP SAL District (Writing team, supervisors, Writing resource, Academic coaches and DRTs) How: PLC logs Classroom walk-through Observation forms Conferencing while writing walk-through tool (for coaches)</p>	<p>I.1 SEE “check” and “action”</p>	<p>I.1. Students will get feedback from their teachers through conferencing so that they can edit their own pieces. Kenly Writes will be the progress monitoring tool. Student portfolios</p>		
--	---	--	---	---	--	--	--

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

		<p><u>Check:</u> Review of daily drafts and scoring monthly demand writes PLC discussion and analysis of student writing to determine trends and needs.</p> <p><u>Act:</u> Receive additional professional development in areas of need Seek additional professional development knowledge through book studies/ research Spread the use of effective practices across the school based on evidence shown in the best practice of others. Used what is learned to cycle again, revise as needed, increase scale if possible. Plan ongoing monitoring of the solutions.</p>					
<p><u>Writing/LA Goal #1</u> The percentage of students scoring level 3.0 or higher on the 2013 FCAT Writes will increase from 72% to 75%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	72%	75%					
--	-----	-----	--	--	--	--	--

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

		<p>1.2 Improve the teaching of reading and writing skills of the k/1 Language Arts teachers. Become more proficient at conferencing skills.</p>	<p>Strategy: Student's reading, writing, language, and listening skills improves through engagement in CCS lesson and activities that promote higher levels of thinking. Plan on going monitoring of student portfolios and conferencing. Act: Receive additional professional development in areas of need Seek additional professional Development knowledge through book studies/ research. Action Steps: Within PLC's Decide on a way to pre-assess the skills and knowledge of students. (what pre-assessment will be used?) Choose the anchor activities teachers will use to assess students' understanding. Look at student assessment exemplars Using the pacing guide and the template to develop k/1 lessons. Teachers to attend professional development on CCS standards application. Updated professional development on k/1 workshop model. In the classroom: Plan texted based questions for Writing lessons. Create and Use anchor charts for teaching points. Model and provide opportunities for guided and independent practice of skills. Scaffold instruction building towards higher complexity. Select academic vocabulary from text to be used during a</p>	<p>Who: Principle AP Instructional Coaches Subject Area Leaders PLC facilitators How: PLCs turn logs into administration and or coach. PLC will receive feedback in their logs. Administrators and coaches attend targeted PLC meetings Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p>	<p>Teachers reflect on lesson outcome from student portfolios. PLCs reflect on lesson outcomes to determine teaching points based from student portfolios.</p>	<p>Common Assessments will be used to determine proficiency. (pre, monthly and post)</p>	
--	--	---	--	---	---	--	--

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

			unit of instruction. Make and use working word walls Use data from student portfolios and assessments to develop teaching points. Post student work in the classroom. Self reflect on lessons				
		I.3.	I.3.	I.3.	I.3.	I.3.	

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
“Write Beginning”	2 nd -5 th grades/ Writing	Writing Resource & PLC Facilitators	Writing Teachers Writing – Grades 2-5	PLC’s & ongoing Tuesday trainings	Teacher in-service records	Writing Resource Teacher & Administration
“Writing Support 2012-2013”	All grade levels/ Writing	Writing Resource & PLC Facilitators	All Writing Teachers	PLC’s 7 ongoing Tuesday trainings	Teacher in-service records	Writing Resource Teacher & Administration

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

End of Writing Goals

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

Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process							
<ul style="list-style-type: none"> ■ What was the attendance rate for 2011-2012? ■ How many students had excessive absences (10 or more) during the 2011-2012 school year? ■ What are the anticipated barriers to decreasing the number of students with excessive absences? ■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013? ■ How many students had excessive tardies (10 or more) during the 2011-2012 school year? ■ What are the anticipated barriers to decreasing the number of students with excessive tardies? ■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013? 							

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1. Attendance Goal # 1</p>	<p>I.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p>	<p>I.1. <u>1. Tier 1</u> On a daily basis an automated contact is made to all parents whose students have an unexcused absence. The Principal makes morning announcements praising the school for good attendance and specific classes for the best attendance. <u>Tier 2/3</u> The Social Worker is having a school wide attendance Incentive group to encourage a decrease in absences and tardies. These students have missed 3 days of school already. Students who are not on the Social Worker's attendance Caseload, will be discussed in the PLC for further interventions. Those students who continue to have absences will be referred to the SW.</p>	<p>I.1. SSW, DP Clerk, Principal, PLC</p>	<p>I.1. SSW will monitor the attendance data. SSW will monitor the student's success in the Attendance Intervention group. PLC will discuss students with several absences and determine if a referral to SSW is appropriate</p>	<p>I.1. District database Attendance Intervention Group</p>		
<p>Attendance Goal #1 The attendance rate will increase from 94.09 % in 2011-2012 to 95% in 2012-2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>94.09%</p>	<p>95%</p>					

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

	<u>2012 Current</u> Number of Students with Excessive Absences (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Absences (10 or more)					
	130	105					
	<u>2012 Current</u> Number of Students with Excessive Tardies (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Tardies (10 or more)					
	114	91.					
Attendance Goal(s)	Problem- solving Process to Increase Attendance						

Suspension Goal(s)

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

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

<p>1. Suspension</p>	<p>I.1. The primary barrier anticipated in adopting and implementing a school wide positive behavior plan is maintaining consistency and momentum throughout the school year. In addition, teacher buy-in and full participation is critical for the success of the plan.</p>	<p>I.1 The CHAMPS behavior plan adopted last school year will continue to be utilized and supported as a classroom management tool and to ensure a common language among Kenly faculty and staff. To augment the CHAMPS program, the Behavior Leadership Team will develop a school-wide positive behavior reward program that will be meaningful and consistently implemented school wide. In addition, the BLT will develop a parent training on positive reinforcement to be delivered during a family</p>	<p>I.1. The Behavior Leadership Team’s membership includes a representative from each grade level. The representatives will be responsible for fidelity checks at their grade level.</p>	<p>I.1 The Behavior Leadership Team will review data on Office Discipline Referrals (ODRs) and suspensions at each monthly meeting.</p>	<p>I.1. “UNTIE” suspension and ODR data cross referenced with mainframe discipline data. Also, the team will track and monitor the number of students who earn the monthly reward outlined in the school wide behavior plan. If effective, the number of students who earn the reward should increase each month.</p>		
-----------------------------	--	---	--	---	--	--	--

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

		night.					
<u>Suspension Goal #1:</u> Student In-School and Out of School Suspensions in 2012 were more than double our goal outlined in our SIP for the 2011-2012 school year. To reverse this trend, we will develop an intensive, comprehensive behavior plan for our school. Our goal for the 2012-2013 school year is to reduce 2012 numbers by 20%. We will have 16 or less In-School Suspensions, 14 or fewer students who are suspended In-School, 38 or less Out Of School Suspensions and 20 or fewer students who are suspended Out Of School for the 2012-2013 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	20	16					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	18	14					

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

	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	48	38					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	25	20					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

End of Suspension Goals

Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1.	1.1. 5 th graders will participate in vigorous activities throughout the school year working on cardiovascular endurance and increasing their stamina.	1.1. P.E Teacher	1.1. Checking students' progress by assessing them with different games, activities, and assessments.	1.1. PACER test component of the FITNESSGRAM PACER for assessing		

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

Health and Fitness Goal #1: During the 2012-2013 school year, the number of 5 th grade students in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity health will increase from 45% on the Pretest to 85% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	45%	85%					
		1.2.	1.2.	1.2.	1.2.Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	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

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		
1. Continuous Improvement Goal	1.1. Lack of teaching training in providing rigorous lessons	1.1 PLC members will engage in a book study: Rigor is not a Four Letter Word and implement strategies in instruction.	1.1. Administration during walk throughs and observations PLC facilitators and Leadership Teams during PLC meetings	1.1. Informal surveys and discussions during PLC meetings	1.1. PLC facilitators will provide feedback to PSLT 2013 School Climate and Perception Survey		

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

Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
The percentage of teachers who strongly agree with the indicator that “the teachers that I work with support effective instruction by providing a curriculum that is rigorous and relevant” will increase from 16.7% in 2012 to 25% in 2013.							
	16.7%	25%					
		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

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

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

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
“Rigor is Not a Four Letter Word” book study	All PLC members	PLC Facilitators	School-wide	Monthly in PLC’s	Administration walk throughs and PLC surveys	PSLT and Administration

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.	

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

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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

C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. See Reading 1.1	1.1.	1.1.	1.1.	
<u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening / Speaking section of the CELLA will increase from 68% to 70%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	68%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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

D. Students scoring proficient in Reading.	2.1.	2.1. See Reading 1.1	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 34% to 36%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	34%					
		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	

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

E. Students scoring proficient in Writing.	2.1.	2.1. See Reading 1.1	2.1.	2.1.	2.1.	
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 16% to 18%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	16%					
		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

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

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

<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	F.1.	F.1.	F.1.	F.1.		
<p>Mathematics Goal F: 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>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		

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

<u>Mathematics Goal</u> <u>G:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Enter narrative for the goal in this box.							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary, 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		

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

<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	J.1.	J.1.	J.1.	J.1.	J.1.		
<p>Science Goal J: Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

<p>Writing Goals</p>	<p>Problem-Solving Process to Increase Student</p>						
-----------------------------	---	--	--	--	--	--	--

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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

<p><u>CTE Goal #1:</u></p> <p>Increase opportunities for career education from 1 event in 2011-2012 to ongoing education in 2012-2013.</p> <p>Retain student membership of 13 students in Men of Vision throughout the school year 2012-2013. Men of Vision focuses on personal, professional, and community awareness and development for young men.</p>	<p>1.1.</p> <p>Incorporating career education as a priority when behavior management is driving guidance lessons.</p> <p>Obtaining community professionals to speak to students in Men of Vision about their careers and mentorship possibilities.</p>	<p>1.1.</p> <p>Increase the number of times students are taught about various careers by including classroom guidance and the school news as venues to teach career education in addition to the Great American Teach In.</p> <p>Meet quarterly and when needed with teachers of students participating in Men of Vision about their academic and behavioral progress.</p>	<p>1.1.</p> <p>Review annual guidance plan and activities at the end of the school year.</p> <p>Sponsors of Men of Vision</p>	<p>1.1.</p> <p>Survey students' career knowledge at the end of the school year based on careers introduced.</p> <p>Review roster of students who participated for the entire 2012-2013 school year.</p>	<p>1.1.</p> <p>Log of number of career related events and lessons.</p> <p>Review and compare end of year student clun rosters.</p>
	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						
---------------------------------	--	--	--	--	--	--

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

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
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)

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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
Final Amount Spent			