

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Mary E. Bryant Elementary School	District Name: Hillsborough
Principal: Karen Bass	Superintendent: Mary Ellen Elia
SAC Chair: Alison Watson	Date of School Board Approval: Pending

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Karen Bass	BA, MEd Certified Elem Ed 1-6, ESOL, Ed Leadership	8	15	11/12: A 100%AYP 10/11: A 100%AYP 09/10: A 100% AYP 08/09: A 100% AYP
Assistant Principal	Ellen Oberschall	BS, MEd Certified PreK-6, Ed Leadership, ESOL	2	2	11/12: A 100%AYP 10/11: A 100%AYP

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Deanee Miller	BS, MS Certified Early Childhood, Elementary Ed, ESOL	1	8	2011-2012 A 100%AYP 2010-2011 C 85%AYP 2009-2010 C 82%AYP 2008-2009 A 82%AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. Recruitment Fairs	District Staff	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers: 3 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. Administrators Meet with the teachers two times per year to discuss progress on: <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
79	4% (3)	21% (17)	52% (41)	23% (18)	34% (27)	100% (79)	2.5% (2)	11% (9)	58% (46)

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
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<i>(District EET Mentor)</i>	Lindy Taylor	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
<i>(District EET Mentor)</i>	Brittany Lamatina	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
<i>(District EET Mentor)</i>	Barbara Delestre	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
<i>(District EET Mentor)</i>	Brianne Saboe	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Tiffany Behnke <i>(District EET Mentor)</i>	Hailey Ray	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A N/A
Title I, Part C- Migrant
Title I, Part D
Title II

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
The MTSS Leadership team (Problem Solving Leadership Team – PSLT) includes:
(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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A. Karen Bass – PSLT Chair	B. Ellen Oberschall - AP
C. Deborah Hamilton – Guidance Counselor	D. Lauren Brown – School Psychologist
E. Nancy Fink – MTSS Facilitator	F. Alison Watson – SAC Chair
G. Trevor Dreschor--ART	H. Marissa Mitchell– Social Worker
I. Deanee Miller – Reading Coach	J. Jackie Zacharias – ESE Contact
K. Jennifer Munro - Kindergarten Team Leader	L. Nikole Speropulos - 3rd Grade Team Leader
M. Sheryl McDade - 1st Grade Team Leader	N. Kimberly Duralia - 4th Grade Team Leader
O. Kelli Van Tassel - 2nd Grade Team Leader	P. Brianne Saboe - 5th Grade Team Leader

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 ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The 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 adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet bi-monthly.

In addition to using the Problem Solving Process as a collaborative team, we will:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students’ non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading & math by SERVE Parent Volunteers
 - Extended Learning Programs during and after school (Walk to Success Program)
 - Intensive collaboration through PLCs to integrate cluster wide interventions and enrichments
 - Create, manage and update Watchlists for Intervention and Enrichment, as well as the school resource maps
- 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 through grade level PLCs, Vertical PLCs and Curriculum Committees, all aligned to focus on

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RtI

- Implement the position of RtI Lead Facilitator to guide faculty with presentations in order to assimilate common practices and maintenance of records within IDEAS on our Bryant Internal RtI icon
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, 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 PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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. The RtI Lead Facilitator is a past chair of SAC. Both members were involved in the DATAWISE Harvard University graduate level course in order to successfully lead the designated teams in data analysis. Both members assist in leading faculty presentations regarding the direction of tasks in order to ensure that all teachers strive to have all students make AYP. (annual yearly progress)
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

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Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the [Grade Level and Vertical PLCs](#) to facilitate planning and implementation. Once strategies are put in place, [both PLCs](#) will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- [School wide committees have been realigned to better serve the needs of RtI through aligning into reading, math, science, writing.](#)
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests, Stanford 10 Norm Referenced Tests	School Generated Excel Database, Sagebrush (IPT)	Reading Coach, AP
Baseline, Midyear, and Year End District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers

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FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL Coach
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (Walk to Success)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database	PSLT/ Walk to Success Facilitator/AP
FAIR	PMRN	PSLT/ Reading Coach/AP
Ongoing assessments within Intensive Courses	Achievement Series Reports	PSLT/PLC/Individual Teachers/AP
Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database	PSLT/PLCs/AP

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Bryant Elementary Techniques and Resources

Subject - Topic	Techniques	Curriculum - Resources
Reading Comprehension and Self Monitoring Strategies Grades 2-5	Lesson Components: a) use books at students' instructional level, b) model use of comprehension strategies, c) provide opportunities for students to use and apply strategies during reading	Treasures Core Reading Program Making Meaning - Comprehension Toolkit SEM-R Leveled Text Professional Books: <i>Reading with Meaning, Comprehension Connections, Guiding Readers and Writers 3-6, Comprehensive Literacy Resource, Teaching for Comprehending and Fluency, Strategies that Work</i>
Reading Comprehension	Graphic organizers for main idea, supporting details & facts, cause & effect, compare & contrast	Benchmark Lesson Guide (CIM), FAIR website, Comprehension Toolkit Literacy Conference Notebook, CIM, FAIR, Time For Kids Cross Curriculum Articles, and Science Nonfiction Articles, Steck and Vaughn.
Reading Fluency	Partner reading, Choral reading, Repeated reading, Reader's Theater Lesson Components: a) provide a good, explicit model, b) provide opportunities to reread text, c) establish performance criteria	Treasures Core Reading Program Reader's Theater scripts SEM-R Leveled Text Professional Books: <i>The Fluent Reader, Teaching for Comprehending and Fluency</i>
Reading Vocabulary Enrichment	Teach words and their extended meaning systematically and continuously Lesson Components: a) model and teach the use of both explicit and implicit vocabulary instruction activities, b) provide opportunities for students to practice and use key vocabulary	Treasures Core Reading Program Elements of Reading-Vocabulary SEM-R Leveled Text Professional Books: <i>Bringing Words to Life, Words, Words, Words: Teaching Vocabulary in Grades 4-12</i>
Math Number Sense & Operations, Measurement, Data Analysis	Lesson Components: a) model and teach the use of both explicit and implicit vocabulary instruction activities, b) provide opportunities for students to practice and use key vocabulary Higher Ordering Thinking/Questioning Student Notebooks	Renzulli, Every Day Math Games, Go Math Lessons, Riverdeep/Destination Math, FASTT Math, Internet/SmartBoard, AIMS lessons & activities
Math Geometry, Polygons, Algebra & Word Problems, Fractions	Lesson Components: a) model and teach the use of both explicit and implicit vocabulary instruction activities, b) provide opportunities for students to practice and use key vocabulary	Renzulli, Every Day Math Games, Go Math Lessons, Riverdeep/Destination Math, FASTT Math

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	Higher Ordering Thinking/Questioning Student Notebooks website for Everyday Math online games: http://www1.center.k12.mo.us/edtech/edm/3.htm	Internet/SmartBoard, AIMS lessons & activities
Writing – Records thoughts & focuses on main ideas	Graphic Organizers BMME Planning Activity	District Lessons and Packets Trainings on Planning Full Pieces-BMME Prompts for Demand Writes Tropicana Speeches Britannica Online Renzulli
Writing – Revision for elaboration	Conferencing Writer’s Workshop Use of Crafts	Star Conference Form Lessons on District Writing Website Rock N Learn DVD Read Alouds
Science - Process Skills	5 E’s of Inquiry Method of Instruction Differentiated Instruction Individualized Instruction Walk to Success : Before , During, or After School, Saturday Academy Higher Ordering Thinking/Questioning FCIM Student Notebooks	Harcourt Science Online textbook activities AIMS Resource Books Picture Perfect / More Picture Perfect FCAT Explorer Science Resource Teacher Elementary Science Professional Development Achievement Series Process Skills Checklist
Science – Investigation Skills	Empower students to become independent, responsible, excited, confident researchers.	IIM: Independent Investigation Method Renzulli Learning System Britannica Online Resources Internet/SmartBoard lesson & activities

Our school will focus on the following strategies, materials and techniques in our---

Core Program (Tier 1):

- Common Assessments (used for diagnostic purposes) in the core areas.
- Use of Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
- School-wide academic recognition programs every nine weeks
- Using the Scientific Method
- Differentiated Instruction
- Using Reading and Writing Workshop models

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- FCAT Explorer
- Riverdeep Math
- Spectrum Science Lab
- First Twenty Days of Independent Reading
- FASST Math

Supplemental Programs (Tier 2)

Tier 2 involves immediate and powerful targeted interventions systematically applied and monitored for any students not achieving. In our school, Tier 2 begins in the classroom and then moves on to supplemental programs outside of the classroom. These interventions are in addition to, not in place of classroom learning.

Supplemental programs used in our school include:

- Midterm progress reports to parents
- Extra guided reading practice daily by the classroom teacher
- Walk to Success tutoring during school (1x per week for ½ hour)
- Regrouping of students with a grade level to offer additional instruction while other students receive enrichment instruction
- Grade levels or teachers may choose to provide intensive instruction as needed for small groups before or after school.

Intensive Programs (Tier 3)

Intensive Programs (Tier 3) are tailored to individual needs. Most often they involve specially designed instruction or classes, small groups and one-one-one tutoring at a frequent duration and longer intervals of time. Again, they are in addition to, not in place of classroom learning.

- Walk to Success tutoring during school
- Midterm progress reports to parents
- Progress monitoring assessment
- One-on-one tutoring
- Data analysis at the beginning of the school year of teacher's past year data and current student data
- Teachers' reflection on the Action Steps within the School Improvement Plan
- Teachers' reflection on the Professional Development listed in the School Improvement Plan
- Teacher needs and requests through IPDPs
- Administrative walk-throughs and conferences with teachers
- Instructional Coach walk-throughs and conferences with teachers
- District-level personnel walk-through and conferences with teachers
- Reading coach model lessons

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

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that assess the same skills over time, have multiple equivalent forms, and are sensitive to small amounts of growth over time.

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Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the past two school years, led by the MTSS Lead Facilitator. PSLT members who attended the district level RtI trainings and/or DATAWISE course served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team has already begun to realign the efforts of other school PLCs that may be addressing similar identified issues.

Since our school was selected as a model school for early RtI implementation, we have been asked to share many of the documents, tracking systems, and presentations that we have developed with neighboring schools due to our smooth assimilation. We intend to continue the use of all currently used Watch Lists, Elevation Lists, Resource Maps, PS/LT Tracking Logs, Agendas for RtI/PSLT meetings, Agendas for Grade Level and Vertical PLCs, Reporting system for PLC minutes, storage system for presentations and reports, Committee structure's focus on RtI, etc. * School developed based differentiated instruction "Specific Maps of Techniques and Resources" are included above.

As the District's Problem Solving Team develops 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 will occur during Tuesday faculty meeting times. Our school has already extended invitations to our area RtI Facilitator(s) to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation.

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 schools, 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 Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains

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

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

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- 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

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.

N/A

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

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

N/A

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*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text . Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 90% to 93%.	<u>2012 Current Level of Performance:*</u> 90%	<u>2013 Expected Level of Performance:*</u> 93%					
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.2. Common Core Reading Strategy Across all Content Areas Common Core Questions of all types and levels are necessary to scaffold students’ understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb’s, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text	1.2. Who -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on this process	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students’ progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction.	1.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Continuum of Literacy Learning by Fountas and Pinnell—Book Study	All Teachers	Reading Coach	School-wide	Monthly	Online Book study participation	Reading coach, Administrators

End of Reading Goals

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Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1. Strategy Students’ math achievements improves through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. Action Steps -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends	1.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 88% to 91%.	88%	91%					
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb’s Depth of Knowledge walk-throughs is sometimes challenging.	1.2. Strategy/Task Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. Actions/Details Within PLCs -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons’ rigor and promote student achievement. -Teachers plan for	1.2. Who -Principal -Team Leaders How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb’s Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.2. <i>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</i> PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.2. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012							

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End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

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

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology	1.1. Strategy Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, scientific processes, laboratory experiences, and uses of technology. Action Steps -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.	1.1.	1.1.	1.1.
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 71% to 74%.	<u>2012 Current Level of Performance:*</u> 71%	<u>2013 Expected Level of Performance:*</u> 74%					
			1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1 See Goal 1.	2.1.	2.1.	2.1.
State Goal 19811 Revised July, 2012 The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 32% to 35%.	<u>2012 Current Level of Performance:*</u> 32%	<u>2013 Expected Level of Performance:*</u> 35%		25			

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Science Professional Development

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

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -Not all teachers know how to plan and execute writing lessons with a focus on 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.	1.1. Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and 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/ongoing conferencing Check: Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs Act: 28 -Receive additional professional development in areas of need -Seek additional professional	1.1. Who Principal AP How Monitored -PLC logs -Classroom walk-throughs Observation Form	1.1. See “Check” & “Act” action steps in the strategies column	1.1. Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 97% to 98%.	97%	98%					
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012							

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Writing/Language Arts Professional Development

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

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Attendance			1.1. -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710).	1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a regular basis and shared with faculty	1.1. Attendance committee will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Attendance Goal #1:	97%	98%					
1. The attendance rate will increase from 97% in 2011-2012 to 98% in 2012-2013.	2012 Current Number of Students with Excessive Unexcused Absences (10 or more)	2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%.	12	10					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)	2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)					
	64	57					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

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End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: The total number of In-school and out of school suspensions will remain at 0.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	0	0					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
0	0						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

End of 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.

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

Parent Involvement Professional Development

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

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End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal		1.1.	1.1 Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Principal	1.1. Classroom walk-throughs Class schedules	1.1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 86% on the Pretest to 96% on the Posttest.	2012 Current Level :*	2013 Expected Level :*				
			1.2.	1.2. Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2. Principal's designee.	1.2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)
			1.3.	1.3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	1.3. Physical Education Teacher	1.3. Lesson plans of Physical Education Teacher

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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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Not enough time to meet in PLCs	1.1. Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development	1.1. <u>Who</u> Leadership team <u>How</u> Leadership team aggregates the data	1.1. "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1. PLC Survey materials
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 78% in 2012 to 81% in 2013.	78%	81%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1. See Reading Goals	A.1.	A.1.	A.1.
<u>Reading Goal A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1. See Reading Goals	B.1.	B.1.	B.1.
<u>Reading Goal B:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 50% to 53%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	50%					
		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
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 35% to 38%.	2012 Current Percent of Students Proficient in Reading :					
	35%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 27% to 30%. Willsborough 2012 CELLA Rule 6A-1.09811 Revised July, 2012	2012 Current Percent of Students Proficient in Writing :					
	27%					

NEW Math Florida Alternate Assessment Goals

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1. See Math Goals	F.1.	F.1.	F.1.
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1. See Math Goals	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1. See Science Goals	J.1.	J.1.	J.1.
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

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Writing 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
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).		M.1.	M.1. See Writing Goal	M.1.	M.1.	M.1.
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.

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

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STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand inquiry-based experiences for students in math and science through the 5E model.	1.1. Need common planning time for math, science, ELA and other STEM teachers	1.1. Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC or grade level lead	1.1 .Administrative walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 3 in 2012-2013.	1.1.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year, through Junior Achievement, and during the Great American Teach-In.	1.1.	1.1.	1.1 Log of CTE special speakers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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			