

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

1/10/13

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: E.E. Just	District Name: Hillsborough
Principal: Carolyn P. Hill	Superintendent: MaryEllen Elia
SAC Chair: Harrietta Willis	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)/ 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)
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Principal	Carolyn P. Hill	M.S. B.S. Principal all levels Ed Leadership Elem Ed K-6 ESOL	4	27	<p>Just 11/12 C</p> <p>FCAT Reading 28% (3+)</p> <p>69 Reading Gain points</p> <p>68 Reading Bottom Quartile points</p> <p>FCAT 36% Math (3+)</p> <p>75 points math learning gain points</p> <p>71 points bottom quartile gain points</p> <p>Just 10/11 C</p> <p>79% AYP</p> <p>Just 09/10 F</p> <p>74% AYP</p>
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Assistant Principal	Kathy Ward	B.S. Elementary Ed 1-6 M.S. Ed Leadership ESOL Endorsement	3	8	<p>Just 11/12 C</p> <p>FCAT Reading 28% (3+)</p> <p>69 Reading Gain points</p> <p>68 Reading Bottom Quartile points</p> <p>FCAT 36% Math (3+)</p> <p>75 points math learning gain points</p> <p>71 points bottom quartile gain points</p> <p>Just 10/11 C</p> <p>79 % AYP</p> <p>Sulphur Springs 09/10 C</p> <p>79% AYP</p> <p>Sulphur Springs 08/09 B</p> <p>100% AYP</p>
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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 Coach K-2	Sheronda Dockery	B.S. Elem. Ed (K-6)	1	6	James 11/12 C 58%Reading Gain points 60% Reading Bottom Quartile points
Reading Resource K-2	Latasha Randall	B.S. Elem. Ed (1-6) ESOL	1	1	N/A
Reading Coach 3-5	Bernadette London	Prim. Ed (Age 3- 3 rd) ESE (K-12) ESOL	1	2	James 11/12 C 58%Reading Gain points 60% Reading Bottom Quartile points

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Reading Resource 3-5	Brooke Quinlan	B.S. M.S. Elem. Ed (K-6)	3	3	<p>Just 11/12 C</p> <p>FCAT Reading 28% (3+)</p> <p>69 Reading Gain points</p> <p>68 Reading Bottom Quartile points</p> <p>Just 10/11 C</p> <p>FCAT 42% Reading (3+)</p> <p>56% Reading Gains</p> <p>53% Reading bottom quartile gains</p> <p>79% AYP</p> <p>Clair Mel 09/10 C</p> <p>FCAT 45% Reading (3+)</p> <p>54% Reading Gains</p> <p>68% Reading Gains Bottom Quartile</p> <p>Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP</p>
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Language Arts 3-5	Shelly Gray	B.S. Elem. Ed (1-6) ESOL	3	4	Just 11/12 C FCAT 85% Writing (4.0) Just 10/11 C FCAT 96% Writing (4.0) 79% AYP James 09/10 C FCAT 80% Writing (3.5) This school did make AYP
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Mathematics Coach 3-5	Angelina Ferlita- Spencer	B.S. M.S. Elem Ed (K-6) ESE (K-12) MH (K-12)	5	4	<p>Just 11/12 C</p> <p>FCAT 36% Math (3+)</p> <p>75 points math learning gain points</p> <p>71 points bottom quartile gain points</p> <p>Just 10/11 C</p> <p>FCAT 50% Math (3+)</p> <p>59% Math Gains</p> <p>71% Math bottom quartile gains</p> <p>79% AYP</p> <p>Just 09/10 F</p> <p>FCAT 44% Math (3+)</p> <p>57% Math Gains</p> <p>66% Math bottom quartile gains</p> <p>Black, Students With Disabilities and Economically Disadvantaged did not make AYP</p>
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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	

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4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. School-based teacher recognition system	Principal	ongoing	
7. Opportunities for teacher leadership	Principal	ongoing	
8. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

<p>Teachers</p> <ul style="list-style-type: none"> • 3 out of field 	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
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C3Staff 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
60	2%	19%	27%	12%	23%	90%	3%	2%	33%

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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Donna Durrance	Tiffany Adames	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 assess ments, conferen cing 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

Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

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Title I, Part C- Migrant
The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
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.
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.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
N/A
Nutrition Programs
N/A

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Housing Programs
N/A
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
N/A
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
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

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Identify the school-based MTSS Leadership Team.

Carolyn P. Hill, Principal (**Standing Member**)

Kathy Ward, Assistant Principal (**Standing Member**)

Amy Patenaude, Psychologist (**Standing Member**)

Carolyn Dehart, School Counselor (**Standing Member**)

Eric Felder, Administrative Resource Teacher (**Standing Member**)

Donald Cook, School Social Worker (Ad-Hoc Member)

Amy Rowe, KG team facilitator (Ad-Hoc Member)

Ollie Williams, Grade 1 team facilitator (Ad-Hoc Member)

David Thompson, Grade 2 team facilitator (Ad-Hoc Member)

Angie Snow, Grade 3 team facilitator (Ad-Hoc Member)

Jessica Berry, Grade 4 team facilitator (Ad-Hoc Member)

Cassandra Robinson, Grade 5 team facilitator (Ad-Hoc Member)

Amy Watkins-Price ESE specialist (Ad-Hoc Member)

Elizabeth Cruz ,Speech-Language Pathologist (Ad-Hoc Member)

Lisandra Molina, ELL Resource Teacher (Ad-Hoc Member)

Michelle Risdon, AIS (Ad-Hoc Member)

Kim Warren, AIS (Ad-Hoc Member)

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Sheronda Dockery, Primary Reading Coach (**Standing Member**)

Brooke Quinlan, Intermediate Reading Resource (**Standing Member**)

Bernadette London, Intermediate Reading Coach (Ad-Hoc Member) 

Latasha Randall, Primary Reading Resource (Ad-Hoc Member)

Chandra Bowden, Science Resource (Ad-Hoc Member)

Angelina Ferlita-Spencer, Math Resource (Ad-Hoc Member)

Shelly Gray, Intermediate Writing Resource (**Standing Member**)

Brandie McNeal, Tech Specialist (**Standing Member**)

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

The purpose of the 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 (social-emotional development, 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. Members of the PSLT will meet weekly and use the problem solving process to:

- 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 push-in/ pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Saturday Academics
 - Intensive Reading and Math classes
 - Extended Homeroom once a week
 - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

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- 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.

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-11 school year and during preplanning for the 2011-12 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- 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 PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.

MTSS Implementation

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

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coaches, Reading Resource, Math Resource, Science Resource, Writing Resource ,APC
Baseline and Midyear District Assessments	PLC notebooks Teacher data notebooks Data Wall	PSLT, PLCs, Team facilitators, Individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall PLC notebooks Teacher data notebooks	PSLT, PLCs, individual teachers
Program Generated Assessments	Software Teacher data notebooks	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator

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CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter and instructional cycle tests using adopted curriculum resources	PLC notebooks Teacher data notebooks	PLC Facilitators, Individual teachers, PSLT
Nine Week Assessments	PLC notebooks Subject Area Generated Teacher data notebooks	PLC Facilitators, Individual teachers, PSLT
Progress monitoring Assessments	PLC notebooks Subject Area Generated Teacher data notebooks	PLC Facilitators, Individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	PLC notebooks Subject Area Generated Teacher data notebooks	PLC Facilitators, 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.

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Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
Ongoing assessments within Intensive remediation (Running record with miscue analysis, I-station, FAIR, HERA, Easy CBM)	Curriculum/School Generated Database	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** <i>(see below)</i>	School Generated Database in Excel	PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school 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 ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the 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
- 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 2011-2012 school year. PSLT members who attended the district level RtI trainings 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 will work to align the efforts of other school teams that may be addressing similar identified issues.

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 or rolling faculty meetings. Our school will invite our area RtI Facilitator 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

Carolyn P. Hill, Principal **(Standing Member)**

Kathy Ward, Assistant Principal **(Standing Member)**

Eric Felder, Administrative Resource Teacher (Ad-Hoc Member)

Sheronda Dockery, Intermediate Reading Coach **(Standing Member)**

Brooke Quinlan, Intermediate Reading Resource **(Standing Member)**

Bernadette London, Primary Reading Coach **(Standing Member)**

Latasha Randall, Primary Reading Resource **(Standing Member)**

Shelly Gray, Intermediate Writing Resource **(Standing Member)**

Amy Rowe, KG team facilitator (Ad-Hoc Member)

Ollie Williams, Grade 1 team facilitator (Ad-Hoc Member)

David Thompson, Grade 2 team facilitator (Ad-Hoc Member)

Angie Snow, Grade 3 team facilitator (Ad-Hoc Member)

Jessica Berry, Grade 4 team facilitator (Ad-Hoc Member)

Cassandra Robinson, Grade 5 team facilitator (Ad-Hoc Member)

Bonnie Shellman, Media Specialist (Ad-Hoc Member)

Amy Watkins-Price ESE specialist(Ad-Hoc Member)

Elizabeth Cruz ,Speech-Language Pathologist (Ad-Hoc Member)

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<p>Lisandra Molina, ELL Resource Teacher (Ad-Hoc Member)</p> <p>Michelle Risdon, AIS (Standing Member)</p> <p>Kim Warren, AIS (Standing Member)</p> <p>Chandra Bowden, Science Resource (Ad-Hoc Member)</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The LLT meets biweekly with the standing members. The minutes are posted on the Reading Icon on our schools internal system. The agenda is created as a group and is based on school needs. We follow the Problem Solving model. We ensure data is collected and analyzed in a timely manner. We notify all internal stakeholders of the instructional objectives created by the grade level PLC. We monitor and implement the action steps on the SIP.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none">• Implementation and evaluation of the SIP reading goals/strategies across the content areas• Professional Development• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas• Data analysis (on-going)• Implementation of the K-12 Reading Plan

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**
- **Notification of School in Need of Improvement (SINI) Status**
Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.
- **Public School Choice with Transportation (CWT) Notification**
Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

***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.

Use the following statement as a base for your text, making changes/additions where needed. Make sure the text reflects what you are doing in your school.

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 two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be 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 include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time

***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

***High Schools Only**

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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						
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	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		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1.</p> <p>-inconsistent use of guided reading</p>	<p>1.1.</p> <p><u>Strategy:</u></p> <p>Daily use of guided reading across all grade levels.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> a. Create master schedules that provide time for guided reading groups. b. Ongoing Coaching on creating and implementing guided reading groups. c. SIP plan to be reviewed at each Reading PLC. d. Teacher, Coaches and Resource will disaggregate data to determine Guided Reading Groups and their 	<p>1.1.</p> <p>Leadership Team will complete SIP Walkthroughs</p>	<p>1.1.</p> <p>Each 9 weeks data will be compiled to determine the effectiveness of strategy. Categories for document include Evident, Somewhat, Evident, Not Evident and Not Observed</p>	<p>1.1.</p> <p>- FAIR On-going Progress Monitoring in comprehension</p> <p>-DRA 2</p> <p>-Integrated Common Assessment given quarterly</p> <p>- Running Record with miscue analysis.</p>		
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		needs					
<u>Reading Goal #1:</u>	<u>2012 Current</u>	<u>2013 Expected Level</u>					
	<u>Level of</u>	<u>of Performance:*</u>					
	<u>Performance:*</u>						
The percentage of students achieving proficiency in reading (2013 FCAT Level 3 or above) will increase from 28% to 35%							
	28%	35%					
	(53)	(65)					

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		1.2.-additional rigor needed in core instruction	<p><u>1.2. Strategy:</u></p> <p>Increase the use of rich texts with text-dependent questions during instruction</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> a. Common/ Individual planning to create lessons using b. complex texts. c. Icon on IDEAS that include lists of rich texts d. Modeling lessons using complex texts e. Review text-dependent questions during PLCs. 	1.2. See 1.1	1.2. See 1.1	1.2. See 1.1	
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		1.3.-inconsistent opportunities for differentiated student practice during instruction	<u>1.3. Strategy:</u> Students will be provided with opportunities for practice related to the lesson focus during the Reader's Workshop. <u>Action Steps:</u> a. Collaborative planning on embedding opportunities for student practice focused on the daily objective b. Provide students with daily opportunities to practice strategy/skill taught in whole group through the use of Gradual Release of Responsibility	1.3. See 1.1	1.3. See 1.1	1.3. See 1.1.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1.	2.1.	2.1.	2.1.		
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See 1.3	See 1.3	See 1.3	See 1.3	See 1.3		
<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Students achieving above proficiency on the 2013 FCAT (levels 4 or 5) in reading will increase from 11% to 16%.							
	11%	16%					
	(20)	(29)					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	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:	Anticipated Barrier	Strategy	Fidelity	Strategy Data Check	Student Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See 1.3	See 1.3	See 1.3	See 1.3	See 1.3		

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<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 69 points to 75 points.							
	69 points	75 points					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

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4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1.	4.1.	4.1.	4.1.		
		See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.1	See 1.2	See 1.2	See 1.2	See 1.2		
	See 1.2	See 1.3	See 1.3	See 1.3	See 1.3		
	See 1.3	1.4 <u>Strategy</u> Students in the bottom quartile will receive small group instruction from Reading Resource/ Coaching Staff <u>Action Step:</u> a. Follow weekly schedule to ensure all students are being seen.	1.4 Administration will review Tier 2 attendance froms regularly District	1.4. After each assessment data will be compiled on the effectiveness of the intervention	1.4. Easy CBM		

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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Pointe earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 68 points to 72 points.							
	68 points	72 points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5: —</u>							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.		
	White:		See 1.1				
	Black:	See 1.1	See 1.2	See 1.1	See 1.1		
	Hispanic:	See 1.2	See 1.3	See 1.2	See 1.2		
	Asian:	See 1.3		See 1.3	See 1.3		
	American Indian:						

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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 26% to 33%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 28% to 35%.</p>							
	<p>White: N/A</p> <p>Black:26%</p> <p>Hispanic:28%</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>	<p>White: N/A</p> <p>Black:33%</p> <p>Hispanic:35%</p> <p>Asian: N/A</p> <p>American Indian: N/A</p>					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
	See 1.1						
	See 1.2	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.3	See 1.2	See 1.2	See 1.2	See 1.2		
		See 1.3	See 1.3	See 1.3	See 1.3		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 27% to 34%.							
	27%	34%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Understanding data and the students' language barrier to make instructional decisions.</p>	<p>5C.1. ELL students' reading comprehension will improve by connecting individual needs to instruction as outlined in the LEP. <u>Action Steps</u> 1. General Ed and/or ELL Resource teacher will familiarize themselves with each student's LEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or ELL Resource teacher reviews students' LEPs to ensure that all students' LEP goals, strategies and accommodations are being implemented with fidelity.</p>	<p>5C.1. Admin. -ELL Team <u>How</u> - -ELL Team will be available during PLCs. -LEP Progress Reports reviewed by AP.</p>	<p>5C.1. ELL Team will review cycle assessments and chart the increased number of ELL students making progress in line with their LEPs.</p>	<p>5C.1. FAIR On-going Progress Monitoring in comprehension DRA</p>		
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<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 25% to 33%.							
	25%	33%					
	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1.</p> <ul style="list-style-type: none"> -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (content knowledge, certification) -Multiple preparations 	<p>5D.1.</p> <p>Strategy</p> <p>SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP.</p> <p>Actions Steps</p> <p>1. General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations.</p> <p>2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity.</p> <p>3. Using student data, every nine weeks (along with the report card) SWD will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies.</p> <p>4. Across all content areas PLCs will specify how they are</p>	<p>5D.1.</p> <p>Who</p> <p>Principal</p> <p>Assistant Principal</p> <p>ESE staff</p> <p>How</p> <p>ESE Staff will be available during PLCs.</p> <p>IEP Progress Reports reviewed by AP.</p> <p>PSLT will identify and/or create a fidelity monitoring tool designed to check implementation of this specific strategy. Monitoring data will be reviewed every nine weeks.</p>	<p>5D.1.</p> <p>PLCs will review cycle assessments and chart the increase in the number of SWD making progress in line with their IEPs.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. A member of the PSLT will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>5D.1.</p> <p>2-3x Per Year</p> <p>FAIR On-going Progress Monitoring in comprehension</p> <p>DRA</p> <p>Integrated Reading Assessments</p>		
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		<p>identifying the needs of SWD.</p> <p>5. Teacher aggregate assessment data for SWD subpopulation. Teachers bring SWD assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss techniques that were effective for SWD.</p> <p>7. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques.</p> <p>9. PLCs record their work in common logs.</p>					
<p><u>Reading Goal #5D:</u></p> <p>The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 9% to 18%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	9%	18%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

		5D.3	5D.3	5D.3	5D.3	5D.3	
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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
Reading & Writing Training	ALL	Reading & Writing Team	All Teachers	August 2012	Administration	
Text-Based Questions	ALL	Reading Team	All Teachers, PLC	Monthly	Reading Coaches Administration	
Differential Instruction	ALL	Reading Team	All Teachers, PLC	Monthly	Reading Coaches Administration	
Guided Reading	PK-5	Reading Team	All Teachers, PLC	December 2012	Reading Coaches Reading Coaches	

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

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1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1. Resources other than Go Math student book are not being utilized school wide.	1.1.Utilizing district provided Global Concept Guides GCG's grade level teams will lesson plan with Math Resource teacher on a weekly basis and utilize most effective classroom procedures for implementation.	1.1. <u>Who:</u> Math Resource Classroom Teachers District Staff Administration <u>What:</u> PLC Notes Walkthroughs	1.1. <u>Teacher Level</u> -Teachers will collect and review classroom data (Show What You Know, Chapter Test, Big Idea Assessment, Go Math/ District Formative Assessments) based on grade level instructional guides -Teachers will use data to create spiral reviews -Teachers will send data to math resource , who will upload student data into the grade level electronic data wall found on Just internal -Teacher will create an item analysis on each Chapter Test, Big Idea Assessments, Go Math/District Formative Assessment - PLC will collect and review grade level Chapter Test, Big Idea Assessments, Go Math/ District Formative Assessment data -PLC, Teachers review item analysis then record trends, collaborate on problem solving strategies to increase effectiveness of math instruction -PLC will use data to identify, create and implement review/re-teach lessons.	1.1. <u>2-3x Per Year</u> Go Math/District Formative Assessment (BOY,MOY,EOY) <u>During Grading Period</u> Show What You Know Chapter Test Big Idea Assessment Go Math Florida Practice Benchmark Assessment		
	1.2 Data is not being used school wide to drive Instruction.						
	1.3 There is a lack of consistency in providing, collecting and analyzing data and utilizing the data to drive instruction.	1.2Utilize monthly PLC's to Look at individual, classroom and grade level data and plan for spiral reviews and differentiation of instruction..	1.2. <u>Who:</u> Math Resource Classroom Teachers District Staff Administration <u>What:</u> PLC Notes Walkthroughs				
	1.4 Teachers lack time to acquire resources and collaborate with others. Teachers lack knowledge in math topics and an understanding of "conceptual" understanding, planning, and instructing.	1.3Utilize a school wide data collection system that is updated and utilized monthly during PLC's					
		1.4 Math Coach will lesson plan with grades k-5 on a weekly basis utilizing GCG's..					
	1.5 Students are not retaining new concepts after a period of time has elapsed. Students	1.5 Based on data discussed in monthly PLC's, teachers will plan for spiral reviews during weekly lesson planning with Math Coach, notes will be added to upcoming GCG's.					

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	<p>require review of concepts.</p> <p>1.6 Resources other than Go Math student book are not being utilized school wide.</p>	<p>1.6 Engage in lesson studies with each grade level, a minimum of one per semester.</p>	<p>Walkthroughs</p> <p>1.4. <u>Who:</u></p> <p>Math Resource</p> <p>Classroom Teachers</p> <p>District Staff</p> <p>Administration</p> <p><u>What:</u></p> <p>PLC Notes</p> <p>Walkthroughs</p> <p>1.5. <u>Who:</u></p> <p>Math Resource</p> <p>Classroom Teachers</p> <p>District Staff</p> <p>Administration</p> <p><u>What:</u></p> <p>PLC Notes</p> <p>Walkthroughs</p> <p>1.6. <u>Who:</u></p> <p>Math Resource</p> <p>Classroom Teachers</p> <p>District Staff</p> <p>Administration</p>	<p><u>Leadership Team Level</u></p> <p>-PSLT will monitor electronic data wall</p> <p>-PSLT will use data to evaluate the effectiveness of FCIM and plan on-going future professional development for teachers</p>			
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			<u>What:</u> PLC Notes Walkthroughs				
<u>Mathematics Goal #1:</u> The percentage of students achieving a level 3 or higher on 2013 FCAT mathematics will increase from 36% to 47%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	36% (67)	46% (85)					

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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See 1.3	See 1.3	See 1.3	See 1.3	See 1.3		
	See 1.4	See 1.4	See 1.4	See 1.4	See 1.4		
	See 1.5	See 1.5	See 1.5	See 1.5	See 1.5		
	See 1.6	See 1.6	See 1.6	See 1.6	See 1.6		
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students achieving above proficiency (level 4 or 5) on 2013 FCAT mathematics will increase from 10% to 20%.							
	10%	15%					
	(18)	(27)					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3. FCAT 2.0: Points for students making learning gains in mathematics.	B.1.	B.1.	B.1.	B.1.	B.1.		
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See1.3	See1.3	See1.3	See1.3	See1.3		
	See1.4	See1.4	See1.4	See1.4	See1.4		
	See1.5	See1.5	See1.5	See1.5	See1.5		
	See1.6	See1.6	See1.6	See1.6	See1.6		

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<u>Mathematics Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT Math will increase from 75 points to 80 points.							
	75 points	80 points					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		
	See 1.2	See 1.2	See 1.2	See 1.2	See 1.2		
	See1.3	See1.3	See1.3	See1.3	See1.3		
	See1.4	See1.4	See1.4	See1.4	See1.4		
	See1.5	See1.5	See1.5	See1.5	See1.5		
	See1.6	See1.6	See1.6	See1.6	See1.6		

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<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 71 points to 76 points.							
	71 points	76 points					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.		
<u>Math Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.							
<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.							
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.							
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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

End of Mathematics Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1.</p> <p>-Not enough planning time with 5th grade Science PLC and Science Coach on a weekly basis.</p> <p>-Inconsistent use of curriculum map, hands-on science instruction, and lack of teacher confidence in subject;</p> <p>-Inconsistent use of science vocabulary development through instruction.</p> <p>-Lack of student engagement in science instruction.</p> <p>-Inconsistent use of Higher Order Thinking Skills.</p> <p>-Inconsistent use of progress monitoring using Achievement Series.</p> <p>-Teachers at varying levels of ability in identifying misconceptions and depth</p>	<p>1.1.</p> <p>Strategy</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum using the *Core Continuous Improvement Model. (C-CIM). Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction including the 5E Inquiry Model (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. Based on student data, Differentiated Instruction lessons will be implemented by both the teachers</p>	<p>1.1.</p> <p>- Principal</p> <p>- Assistant Principal</p> <p>-Science Resource</p> <p>How</p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>- Evidence of strategy in teachers' lesson plans seen during administrative walk-thrus.</p> <p>-Classroom walk-thrus observing strategy.</p> <p>-Informal pop in form</p>	<p>1.1.</p> <p>PLC meetings will focus on data to determine 70% mastery of "Big Idea" tests and nine-weeks test..</p> <p>PLC facilitator will share the data with the PSLT and the Reading Leadership Team on a minimum of 1 time per marking period. Trends in data will be identified at least</p>	<p>1.1.</p> <p>Formative Assessments: Grade 5 Revised Test 1</p> <p>KEOY Science Test</p> <p>Grade 1-4 District Science Pre-Test</p> <p>Grade 1-5 Science District Mid-Year Test</p> <p>Grade K-4 District End of Year Test</p> <p>Grade 5 Science FCAT</p> <p>-School-generated</p> <p>"Big Ideas" assessments</p> <p>-School-generated Nine week assessments</p>		
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	<p>of student knowledge of science concepts.</p> <p>-Many teachers have not attended available science trainings.</p> <p>- Teachers vary in knowledge of the strategies of inquiry based instruction such as engaging the students, explore time, accountable-talk, higher order questioning, etc.</p> <p>-Not all PLC meetings include regular discussion of student data and/or the implementation of the F-CIM model.</p>	<p>and Science Coach.</p> <p>Action Steps – Science Coach</p> <p>Co-Planning with Teachers to Strengthen Core Lessons and Plan DI</p> <p>-Within PLCs the Science Coach will plan with the teachers on a weekly basis leading “mini-professional development” discussions on using the core curriculum strategies and best practices.</p> <p>-The Science Coach will plan with teachers on a weekly basis to identify targeted students who need reinforcement on essential skills. For the upcoming week, a plan for differentiated instruction will be developed. The Science Coach will conduct the small groups within the classroom. The Science Coach will communicate this information</p>					
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		<p>to stakeholders (ESE , ELL, and EdVenture support personnel) in order to provide scaffolding instruction that is based on student data.</p> <p>Co-Plan Model</p> <p>-The Science Coach will utilize the Co-Planning Model with teachers based on data and PLC discussions.</p> <p>-On an as needed basis, the Science Coach and teacher will deliver the co-teach lesson.</p> <p>-Based on student performance and observations, small groups will be identified for additional support.</p> <p>Assessment</p> <p>-The Science Coach working with other Science Coaches from the Focus Schools group and District staff, will generate a nine</p>					
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		<p>week tests.</p> <p>Teacher Action Steps</p> <p>1. Teachers will be provided with a copy of the science core curriculum map and its implementation will be discussed at their PLC. The curriculum map is District generated and includes a pacing guide, benchmarks, essential questions, menu of lessons to meet the benchmarks, assessments and ideas for long-term investigations and</p> <p>2. Teachers will attend District Science training and share information at their PLCs.</p> <p>3. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each</p>					
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		<p>benchmark and Big Idea.)</p> <p>4. As a Professional Development activity in their PLCs, teachers spend time learning unit content. This will be achieved by 1) using the curriculum map, listed resources, specifically the professional learning about science component, 2) teachers sharing best practices strategies.</p> <p>5. Within PLCs, the science teachers will generate a common Big Ideas assessment prior to teaching the unit. (10 questions or more)</p> <p>6. Teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>7. Teachers bring assessment data back to the PLCs.</p> <p>8. Based on the data, teachers a) decide what skills</p>					
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		<p>need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class c) decide what skills need to be re-taught to targeted students.</p> <p>9. The Science Coach and teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p>					
<p><u>Science Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 33% to 38%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>33%</p> <p>(14)</p>	<p>38%</p> <p>(27)</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1.</p> <p>-Not a cohesive plan for providing enrichment instruction to targeted students.</p>	<p>2.1.</p> <p>Strategy</p> <p>Differentiate instruction for the science talented students in order to increase the rigor and level of content covered.</p> <p>Action Steps.</p> <p>-Identify students through a pre-test.</p> <p>-Teachers will collaborate with AGP science, science resource, and colleagues during PLCs to create enrichment lessons.</p> <p>-Using the extension activities in the core curriculum differentiate instruction within the classroom to provide targeted students with enrichment.</p>	<p>2.1.</p> <p>-Principal</p> <p>-Assistant Principal</p> <p>-Science Resource</p> <p>How</p> <p>-PLC logs turned into administration.</p> <p>Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs.</p> <p>-Informal pop-in form</p>	<p>2.1.</p> <p>PLC meetings will focus on data to determine 70% mastery of "Big Idea" tests and nine-weeks test..</p> <p>PLC facilitator will share the data with the PSLT and the Reading Leadership Team on a minimum of 1 time per marking period. Trends in data will be identified at least</p>	<p>2.1.</p> <p>Formative Assessments:</p> <p>Grade 5 Revised Test 1</p> <p>KEOY Science Test</p> <p>Grade 1-4 District Science Pre-Test</p> <p>Grade 1-5 Science District Mid-Year Test</p> <p>Grade K-4 District End of Year Test</p> <p>Grade 5 Science FCAT</p> <p>-School-generated</p> <p>"Big Ideas" assessments</p> <p>-School-generated Nine week assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 2% to 7%.							
	2%	20%					
	(1)	(9)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Monday mini- training	ALL	Chandra Bowden	Classroom Teachers	August 28, 2012	Coaching Cycles	Chandra Bowden Administration

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1.</p> <p>-Teachers in grades 3-5 will need to take the FCAT 2.0 MOODLE course to score monthly assessments.</p> <p>- Teachers need additional practice with the Gradual Release of Responsibility as it pertains to Writers' Workshop.</p> <p>-Teachers need additional support and practice with planning lessons and with instructional delivery due to the shifts with Common Core.</p> <p>- Teachers need to continue to build an understanding of promoting the use of craft, mode, and elaboration.</p>	<p>1.1.</p> <p>The purpose of this strategy is to continue to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include daily Writers' Workshop, Monthly Writing Calendar Menus, the Gradual Release of Responsibility, and the use of writing portfolios. Differentiated instruction will be provided through daily conferencing (such as the revised STAR conferences). Teachers will continue to use effective holistic scoring methods as they are updated with the new FCAT 2.0 requirements.</p> <p>—</p> <p><u>Action Steps:</u></p> <p>1. Based on baseline data and students' daily writing, PLCs will write SMART goals for each nine weeks.</p> <p>2. As a Professional Development</p>	<p>1.1.</p> <p><u>Who</u></p> <p>Principal</p> <p>APEI</p> <p>A.R.T.</p> <p>Writing Resource</p>	<p>1.1.</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> Teachers will maintain Just Writes, Hillsborough Writes, and Formative Assessments on online spreadsheets. Teachers will use a holistic approach to determine the progress of the students. Teachers will reflect on daily lessons using specific evident from daily drafts and monthly assessments to drive future instruction. <p><u>PLC/Department Level</u></p> <ul style="list-style-type: none"> Second through fifth grade teachers will use the Just Writes, Hillsborough Writes, Formative assessments, and writing portfolios to track student progress. Second through fifth grade PLC teams will record data on the school-wide writing spreadsheets. PLC teams will use monthly assessments and daily drafts to identify, create, and implement appropriate instructional for future Writers' Workshop lessons. PLCs will use data to identify and discuss trends to plan for future instruction. <p><u>Leadership Team Level</u></p>	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <p>Hillsborough Writes (2nd and 5th grade only)</p> <p><u>During Grading Period</u></p> <ul style="list-style-type: none"> Monthly Assessments- Just Writes and Formative Assessments <p>(2nd through 5th Grade)</p> <ul style="list-style-type: none"> Writing Portfolios 		
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		<p>activity PLCs will participate in discussions that share data, trends, and best-practice instructional strategies.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement.</p> <p>As a Professional Development activity, teachers in grades 3-5, will complete the online MOODLE course, FCAT 2.0 MOODLE. All writing teachers will take Elementary Writing Support MOODLE course and return to this professional development course when needing to refresh knowledge.</p>		<ul style="list-style-type: none"> • PSLT will monitor electronic data wall for second through fifth grades. • PSLT will use monthly assessments and daily drafts to evaluate the effectiveness of strategy implementation, differentiated instruction, and future professional development for teachers. 			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grade 4, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT 2.0 Writing will increase from 85% to 90%.							
	85%	90%					
	(52)	(59)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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or PD Activity

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

PD Content /Topic 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
FCAT 2.0 MOODLE Course	Grades 3-5	District/Shelly Gray	Classroom Teachers	Ongoing	Monthly Writing PLCs	Administration
	Writing					Shelly Gray
Elementary Writing Support MOODLE course	All	District/Shelly Gray	Classroom Teachers	Ongoing	Coaching Cycles and Monthly Writing PLCs	Administration
	Writing					Shelly Gray

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1. Unclear roles and responsibility of staff/faculty</p>	<p>1. The following strategies will be used to identify attendance: Roles, Responsibilities and Procedures will be identified and clarified.</p> <p><u>Action Steps</u></p> <p>a. Assign/Clarify specific roles to staff/faculty members</p> <p>b. Attendance Committee will be formed and meet monthly.</p> <p>c. Define procedures for all stakeholders in regards to taking attendance and the intervention steps for students with absences.</p> <p>d. Define procedures for all stakeholders in regards to taking attendance and the intervention steps for students with excessive tardiness.</p> <p>e. Training will be provided</p>	<p>1.</p> <p>a. <u>Who</u></p> <ul style="list-style-type: none"> -Principal -Assistant Principal -Administrative Resource Teacher <p><u>How</u></p> <ul style="list-style-type: none"> -Assign roles to staff/faculty during pre-planning <p>b. <u>Who</u></p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Administrative Resource Teacher • Social Worker <p><u>How</u></p> <ul style="list-style-type: none"> - Review fidelity of Attendance Tracking Forms provided by grade level representative during PSLT approx. every 4 weeks - Social Worker will do fidelity checks with members of Attendance Committee <p>c. <u>Who</u></p> <ul style="list-style-type: none"> • Principal 	<p>1.1.</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> -Collect daily attendance data for their classroom -Follow attendance procedure using Attendance Intervention Form -Collaborate with PLC for attendance interventions for students with excessive absences <p><u>PLC/Department Level</u></p> <ul style="list-style-type: none"> -Review attendance data across grade levels and collaborate to form interventions -Document on PLC logs and Attendance Intervention Forms <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC will consult with Attendance Committee as needed. 	<p>1.1.</p> <p>-Attendance Tracking Form</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		in regards to roles and responsibilities during pre-planning referring to guidelines in the Staff/Faculty Handbook	<ul style="list-style-type: none"> • Assistant Principal • Administrative Resource Teacher • Social Worker <p><u>How</u></p> <ul style="list-style-type: none"> - Review Attendance Tracking Forms with all stake holders provided by social worker approx. every 4 weeks in regards to attendance <p>—</p> <p>d. <u>Who</u></p> <ul style="list-style-type: none"> - Social Worker <p><u>How</u></p> <ul style="list-style-type: none"> - Review Attendance Tracking Forms with all stake holders provided by social worker approx. every 4 weeks in regards to tardies 				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal #1:	2012 Current	2013 Expected					
Attendance Rate:*	Attendance Rate:*	Attendance Rate:*					
<p>The attendance rate will increase from 93.20% in 2011-2012 to 95% in 2012-2013.</p> <p>The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease from 215 in 2011-2012 to 172 or fewer in 2012-2013</p> <p>-The number of students who have 10 or more <u>excessive</u> tardies to school throughout the school year will decrease from 255 in 2011-2012 to 204 in 2012-2013</p>							
	93.20%	95%					

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	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	215	172					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	255	204					
		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.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention Procedure	All	Donald Cook	School-Wide	August 17, 2012	PSLT	Donald Cook

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	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. Suspension</p>	<p>1.1.</p> <p>-lack of behavior plan.</p>	<p>1.1</p> <p>Improve consistent use and revision of classroom management plan across the school.</p> <p><u>Action Steps</u></p> <p>a. Teachers will submit classroom management plan to main office.</p> <p>b. Provide training/support in the following areas:</p> <p>-CHAMPS Review</p> <p>-PBS Review</p> <p>- Gender Awareness</p> <p>c. PBS Team will review behavior data monthly</p> <p>d. Curriculum coaches and resource will model and use CHAMPS and PBS initiatives</p>	<p>1.1.</p> <p><u>a. Who</u></p> <p>- Administration</p> <p><u>How</u></p> <p>- Monthly review and revision of individual behavioral management plan based on SWIS and Mainframe data.</p> <p><u>b. Who</u></p> <p>-CHAMPS (District Title I)</p> <p>-PBS (PBS Team)</p> <p>-Gender Awareness</p> <p>-Behavior Plans (Administrative Team)</p> <p><u>c. Who</u></p> <p>-PBS Team</p> <p>-Administration</p>	<p>1.1.</p> <p><u>Teacher Level</u></p> <p>-Minor referrals/major referrals</p> <p>-Observed problematic classroom behaviors</p> <p>-Plan classroom interventions based on data from referrals and observations</p> <p><u>PLC/Department Level</u></p> <p>-analyze grade level ODR data</p> <p>-Problem-solve with grade-level teams to plan interventions based on data</p> <p>-Documentation of problem-solving and intervention planning on PLC logs</p> <p><u>Leadership Team Level</u></p> <p>- Observations to ensure the use of classroom management plans with fidelity</p> <p>-walk-throughs/pop-in data to analyze fidelity of CHAMPS/PBS</p> <p>-PBS team will analyze SWIS and ODR data for trends across grade-levels, school locations, and classrooms</p>	<p>1.1.</p> <p>ODR data</p> <p>SWIS data</p> <p>Minor referral data</p>		
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		<p>e. Small group CHAMPs and/or classroom management support will be given to teachers as requested or as needed based on data</p> <p>f. Behavior Intervention Team (BIT) will meet weekly to problem-solve classroom management concerns.</p>	<p><u>How</u></p> <p>-Monthly review of SWIS and Mainframe data</p> <p><u>d. Who</u></p> <p>-PBS Team</p> <p><u>How</u></p> <p>-staff will follow schedule for practicing PBS expectations school-wide, during times of transition (beginning of year, after holidays, end of year)</p> <p><u>e. Who</u></p> <p>-Administration</p> <p>-CARE team</p> <p>-PBS team</p> <p><u>How</u></p> <p>-Model using CHAMPs and PBS language if needed</p> <p>-problem-solving and intervention planning</p> <p>-Sign-Up will be placed for teachers who are interested in support</p>				
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			<div>Who</div> <div>-Administration</div> <div>-CARE team</div> <div>-PBS team</div> <div>How</div> <div>-Teachers complete referral form for BIT and attend weekly forum to problem-solve and plan classroom intervention strategies</div>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Suspension Goal #1:</u>	<u>2012 Total Number of</u>	<u>2013 Expected Number of</u>					
	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
The total number of In-School Suspensions will remain at 0 in 2012-2013(Reports on Demand).							
-The total number of students receiving In-School Suspension will remain at 0 in 2012-2013(Reports on Demand).							
-The total number of Out-of-School Suspensions (including ATOSS) will decrease by							
20 % in the 2012-2013 school year (Reports on Demand).							
-The total number of students receiving Out-of-School							

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Suspension will decrease will decrease by							
20 % in the 2012-2013 school year (Reports on Demand).							
	0	0					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	0	0					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	62	50					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out- of- School</u>	<u>Out- of-School</u>					
	32	26					
		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
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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
CHAMPs	ALL	CARE Team	School-Wide	August 17, 2012		Administration
PBS	ALL	Eric Felder	School-Wide	August 14, 2012		Administration
Second Step	ALL	CARE Team	Based on Targeted Data	TBD		Administration

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention						

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Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box. N/A	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						

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

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

Parent Involvement Professional Development

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

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

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

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<p>1. Health and Fitness Goal</p>	<p>1.1.</p> <p>Lack of implementation of Teacher Directed physical education.</p> <p>Lack of appropriate exercise area for warmer weather (eg. Covered court, gymnasium)</p>	<p>1.1.</p> <p>Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through five.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> -Scheduled physical education of 120 minutes due to extended day. -Teachers will implement 30 minutes of teacher directed physical education per week. -Raise/utilize funds for appropriate exercise area for warmer weather (eg. Covered court, gymnasium) -Provide literature on effective teacher 	<p>1.1.</p> <p><u>Who</u></p> <p>Principal</p> <p><u>How</u></p> <p>Lesson Plans indicating 30 minutes of teacher directed physical education per week.</p>	<p>1.1.</p> <p>Classroom walkthroughs</p> <p>Class schedules</p> <p>Lesson Plan Check</p>	<p>1.1.</p> <p>Lack of implementation of Teacher Directed physical education.</p> <p>Lack of appropriate exercise area for warmer weather (eg. Covered court, gymnasium)</p>		
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		directed physical education					
		-Open physical education classroom for teacher observation.					
Health and Fitness Goal #1:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing fifth grade aerobic capacity and cardiovascular health will increase from 60% on the pretest to 85% on the posttest.							
	60%	85%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

**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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
Model Classroom	K-5	PLC Leader Dawn McPhillips	As Scheduled	Ongoing	Lesson Plans Checks	Administration

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achievement						
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Continuous Improvement Goal	1.1. - Difficulty making the transition for keeping meetings curriculum and student focused.	1.1. Key staff will provide training on PLCs to the Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/ subject area/ Department PLCs.	1.1. — <u>Who</u> Principal and trained staff members <u>How</u> - Administration will review PLCs logs and provide feedback.	1.1. A member of the PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.		

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<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 student’s learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning) ” will increase from 47% in 2012 to 67 % in 2013.							
	47%	67%					
	(22)	(32)					
		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

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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
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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. See Reading Goal 5d	A.1. See Reading Goal 5d	A.1. See Reading Goal 5d	A.1. See Reading Goal 5d	A.1. See Reading Goal 5d		
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<u>Reading Goal A:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
N/A	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1	B.1.	B.1.	B.1.		
	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d		
Reading Goal B:	<u>2012 Current</u>	<u>2013 Expected</u>					
N/A	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
		B.2.	B.2.	B.2.	B.2.	B.2.	

		B.3.	B.3.	B.3.	B.3.	B.3.	
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NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

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<p>C. Students scoring proficient in Listening/Speaking.</p>	<p>1.1.</p> <p>Understanding data and the students' language barrier to make instructional decisions.</p>	<p>1.1.</p> <p>ELL students' reading comprehension will improve by connecting individual needs to instruction as outlined in the LEP.</p> <p><u>Action Steps.</u></p> <p>1. General Ed and/or ELL Resource teacher will familiarize themselves with each student's LEP goals, strategies and accommodations.</p> <p>2. Every nine weeks the General Ed and/or ELL Resource teacher reviews students' LEPs to ensure that all students' LEP goals, strategies and accommodations are being implemented with fidelity.</p>	<p>1.1.</p> <p>- Admin.</p> <p>-ELL Team</p> <p><u>How</u></p> <p>-</p> <p>-ELL Team will be available during PLCs.</p> <p>-LEP Progress Reports reviewed by AP.</p>	<p>1.1.</p> <p>ELL Team will review cycle assessments and chart the increased number of ELL students making progress in line with their LEPs.</p>	<p>1.1.</p> <p>FAIR On-going Progress Monitoring in comprehension</p> <p>DRA</p>	
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 55% to 60%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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	55%					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
D. Students scoring proficient in Reading.	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	2.1 See CELLA goal 1.1	

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<u>CELLA Goal #D:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 35%.						
	30%					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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E. Students scoring proficient in Writing.	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	2.1. See CELLA goal 1.1	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 24% to 29%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	24%					

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		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		
	See Math Goal 5C.	See Math Goal 5C.	See Math Goal 5C.	See Math Goal 5C.	See Math Goal 5C.		
Mathematics Goal F:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							

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		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. See Math Goal 5C.	G.1. See Math Goal 5C.	G.1. See Math Goal 5C.	G.1. See Math Goal 5C.	G.1. See Math Goal 5C.		

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<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>					
N/A							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem- Solving Process to Increase Student Achieveme nt						
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
<u>Science Goal J:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		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

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

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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.		
Writing Goal M:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and technology.</p>	<p>1. Active teacher participation in planned STEM activities.</p>	<p>1.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum using the *Core Continuous Improvement Model. (C-CIM). Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science, math, and technology teachers will increase the number of inquiry based instruction including the 5E model (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. Based on student data, Differentiated Instruction lessons will be implemented by both the teachers and resource coaches.</p> <p>Action Steps – STEM Resource Coach</p> <p>Co-Planning with Teachers to Strengthen Core Lessons and Plan DI</p> <p>-Within PLCs the STEM Resource Coaches will plan with the teachers on a monthly basis leading “mini-professional development” discussions on using the core curriculum strategies and best practices.</p> <p>-The STEM Resource Coaches will plan with teachers on a weekly basis to identify targeted students who need reinforcement on essential skills. For the upcoming week, a plan for differentiated instruction will be developed. The STEM Coaches will conduct the small groups within the classroom. The STEM Coaches will communicate this information to stakeholders (ESE , ELL, and</p>	<p>1.1.Administrators</p> <p>Resource Coaches</p>	<p>1.1.Administrative/ Coach walkthroughs to determine school-wide/ classroom participation in STEM activities, and projects, such as:</p> <ul style="list-style-type: none"> - Technology – enriched class activities - Math Bowl - Tivitz - Science Olympics - STEM Fair - Inquiry Monday Design Challenges - Long- Term Investigations - EdVenture Robotics Club 	<p>1.1 Formative Assessments:</p> <p>Grade 5 Revised Test 1</p> <p>KEOY Science and Math Tests K-4</p> <p>Grade 1-4 District Science Pre-Test/ Form Tests</p> <p>Grade K-5 Science and Math District Mid-Year Tests</p> <p>Grade K-5</p> <p>District End of Year Tests:</p> <p>Grade 5 Science FCAT 2.0</p> <p>Grades 3-5 Math FCAT 2.0</p> <p>-School-generated</p> <p>“Big Ideas” assessments</p> <p>1. -School-generated Nine week assessments</p> <p>District STEM Activities Participation</p> <p>1. – Student inquiry lab ,science, and math notebooks</p> <p>- STEM Fair data logs</p> <p>* STEM Fair Primary class projects</p> <p>* STEM Fair Intermediate student projects</p>
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		<p>EdVenture support personnel) in order to provide scaffolding instruction that is based on student data.</p> <p>Co-Plan Model</p> <p>-The STEM Resource Coaches will utilize the Co-Planning Model with teachers based on data and PLC discussions.</p> <p>-On an as needed basis, the STEM Coach and teacher will deliver the co-teach lesson.</p> <p>-Based on student performance and observations, small groups will be identified for additional support.</p> <p>Assessment</p> <p>-The STEM Resource Coaches working with other Science Coaches from District staff, will generate a nine week tests.</p> <p>-The teachers and STEM Coaches will provide opportunities for students to showcase their project-based work within our school community and the District.</p> <p>Teacher Action Steps</p> <p>1. Teachers will be provided with a copy of the science and math core curriculum maps and its implementation will be discussed at their PLC. The curriculum map is District generated and includes a pacing guide, benchmarks,</p>			<p>* JUST Elementary / District STEM Fairs</p> <p>class winners</p> <ul style="list-style-type: none"> • Class/ School/ District Science Olympics competitions • Evidence of continuous Long-term Investigations • Robotics Club challenge competitions • Evidence of class use of National Geographic technology • School- wide Math Bowl participation •
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		<p>essential questions, menu of lessons to meet the benchmarks, assessments and ideas for long-term investigations and</p> <p>2. Teachers will attend District Science and Math trainings and share information at their PLCs.</p> <p>3. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each benchmark and Big Idea.)</p> <p>4. As a Professional Development activity in their PLCs, teachers spend time learning unit content. This will be achieved by 1) using the curriculum map, listed resources, specifically the professional learning about science component, 2) teachers sharing best practices strategies.</p> <p>5. . Teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>7. Teachers bring assessment data back to the PLCs.</p> <p>8. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class c) decide what skills need to re-taught to targeted students.</p> <p>9. The STEM Resource Coaches and teachers provide Differentiated Instruction to targeted students</p>			
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	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> Increase student interest in college and career opportunities in elementary school. Just Elementary will increase the frequency of career exposure events from 7 in 2011-2012 to 10 in 2012-2013.	1.1. Lack of exposure.	1.1. Provide fieldtrips to local colleges and businesses to expose students to college and career choices.	1.1. Administrative Resource Teacher	1.1. Student fieldtrip reflection logs will be kept on site.	1.1. Fieldtrip log
	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
 Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012**

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

End of 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)

SAC Membership Compliance

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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
Reading 1.3. <u>Strategy:</u> Students will be provided with opportunities for practice related to the lesson focus during the Reader’s Workshop.	Mini-Grant- Reading supplies for Family Night to help parents reinforce what is being taught in school.	200.00	

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<p>Science 1.1.</p> <p><u>Strategy:</u></p> <p>Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction including the 5E Inquiry Model (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p>	<p>Mini-Grant- Science supplies for Family Night to help parents reinforce what is being taught in school.</p>	<p>250.00</p>	
<p>Math 1.1</p> <p>—</p> <p><u>Strategy:</u></p> <p>Utilizing district provided Global Concept Guides GCG's grade level teams will lesson plan with Math Resource teacher on a weekly basis and utilize most effective classroom procedures for implementation.</p>	<p>Mini-Grant-Math supplies for Family Night to help parents reinforce what is being taught in school.</p>	<p>250.00</p>	

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<p>Parent Involvement Plan</p> <p><u>Section:</u> Involvement of Parents, To encourage parent participation on our SAC, a volunteer survey form was sent home. The parents who volunteered for SAC were personally contacted by the SAC chair and invited to participate in the planning sessions as well as sit on SAC. __</p>	<p>Mini-Grant- Parent Involvement Incentives</p>	<p>300.00</p>	
<p>Writing 1.1.</p> <p><u>Strategy:</u> The purpose of this strategy is to continue to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include daily Writers' Workshop, Monthly Writing Calendar Menus, the Gradual Release of Responsibility, and the use of writing portfolios. Differentiated instruction will be provided through daily conferencing (such as the revised STAR conferences). Teachers will continue to use effective holistic scoring methods as they are updated with the new FCAT 2.0 requirements.__</p>	<p>Mini-Grant- Classroom incentives for Saturday School</p>	<p>300.00</p>	

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Final Amount Spent			
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