# Florida Department of Education



School Improvement Plan (SIP)

## Form SIP-1

### **DOVER ELEMENTARY SCHOOL**

#### 2012-2013 SCHOOL IMPROVEMENT PLAN

## **PART I: SCHOOL INFORMATION**

School Name: DOVER ELEMENTARY SCHOOL	District Name: HILLSBOROUGH
Principal: MARIE CARACCIOLA	Superintendent: MARYELLEN ELIA
SAC Co-Chair: TRISHA WOODS & DR. SUE ROSE	Date of School Board Approval: PENDING 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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

## **Highly Qualified Administrators**

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

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains,
		Certification(s)	Current School	Administrator	Lowest 25%), and AMO progress along with the associated school
					year)
Principal	Marie Caracciola	MA in Educational Leadership	6	12	11-12: C 67% AYP
					10-11: C 67% AYP
		BS in Early Childhood			
					09-10: B 100% AYP
		Education			
		Elementary Education			
		Certification			
		EGOI			
<b>A</b> • • •	IV D	ESOL			11 10 C (70/ AVP
Assistant	Karen Fuentes	MA in Educational			11-12: C 67% AYP
Principal		Leadership			10.11 G (50) 1770
		D.A.			10-11: C 67% AYP
		BA			00 10. D 1000/ AVD
		Certification in			09-10: B 100% AYP
		Elementary Education:			
		PK-3,			
		110,			
		ESE K-12			
		HOUSSED: 4-5			

## **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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
Reading	Janet Hoeksema	MA	3	3	11-12: C 67% AYP
Coach					
		BA			10-11: C 67% AYP
		Primary Ed. (K-3)			09-10: B 100% AYP
		D 4: (V 12)			
		Reading (K-12)			
		SLD (K-12)			
2 <sup>nd</sup> -3 <sup>rd</sup>	Margaret Brown	MA	16	4	11-12: C 67% AYP
Grade					
Reading		BA			10-11: C 67% AYP
Resource					
Teacher		Educational Leadership			09-10: B 100% AYP
		Flore antomy (1, 6)			
		Elementary (1-6)			
		ESOL			
		MH (K-12)			

1 <sup>st</sup> , 5 <sup>th</sup>	Dr. Sue Rose	Ed. D	5	5	11-12: C 67% AYP
Grade					
Reading		MA			10-11: C 67% AYP
Resource					
		BA			09-10: B 100% AYP
Teacher		EGOI			
		ESOL			
		Elementary (K-6)			
		Early Childhood			
		Gifted			
		Ed. Leadership			
3 <sup>rd</sup> , 4 <sup>th</sup>	Trisha Woods	MA	4	1	11-12: C 67% AYP
Grade		BA			
Reading		Elementary			
Resource		G:0 1			
Teacher	I D:	Gifted	10	4	11 10 C (70) AVD
Academic Interven-	Lara Diaz	MA	18	4	11-12: C 67% AYP
tion		BA			10-11: C 67% AYP
Specialist		DA			10-11. C 0/70 ATP
r · · · · · ·		Primary Education (K-3)			09-10: B 100% AYP
		ESOL			

## **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	Principal	June 2012	71 1

2. Teacher Support through PLCs	Principal	Ongoing	
3. Teacher Support through a Weekly Calendar	Assistant Principal	Ongoing	
4. Empowering Effective Teachers Grant	Principal, Mentors, Peers	Ongoing	
5. Regular Time for Teacher Interaction	Principal	Ongoing	

## **Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly effective.	
Not ESOL Certified: 4	Teachers are completing the district provided courses required for ESOL Certification.

## **Staff Demographics**

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

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

ſ	т.	0/	0/	0/	0/	0/	0/	0/	0/	0/
	10	%0	%0	%	%0	%0	%	%0	%0	%0
	tal	of	% of	of	of	of	Hi	Re	Na	
	Nu	Fir	Те	Te	Te	Те	gh	ad	tio	ES
	m	st-	ach ers	ach	ach	ach	ly	ing	nal	OL
	ber	Ye	ers	ers	ers	ers	Qu	En	Во	OL

of	ar	with	with	with	wi	alif	dor	ard	End
In	Te	1-5	6-	15+	th	ied	sed	Ce	orse
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	d
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	
tio		Exp	rs of	Exp	ced	her	ers	Те	Tea
nal		erie	Exp	erie	De	S		ac	cher
Sta		nce	erie	nce	gre			her	s
ff			nce		es			S	
84	5%	24	34	37	44	99	10	2%	95
		%	%	%	%	%	0%		%
	(4)							(2)	
		(20)	(29)	(31)	(37	(83	(84		(80)
					)	)	)		

## **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.

Mantan	Montos	Dationala for	Dlamad
Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
			Activities
Amanda	Jessica	The district-	Weekly
Newman	Chavers	based	visits
		mentor is	include
		provided	modeling,
		through	co-
		the EET	teaching,
		initiative.	analyzing
		The mentor	student
		has strengths	work/data,
		in the	developing
		areas of	assess
		leadership,	ments,
		mentoring,	conferen
		and	cing and
		increasing	problem
		student	solving.
		achievement.	

Lilia Zamora	
Maribel Solis	

## **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 that students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resources teachers, and mentors.

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 that provides transition services from alternative education to the school of choice.

Title II

The district receives funds for staff development to increase student achievement through teacher training.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant students and English Language Learners.

Title X- Homeless

The district receives fund to provide resources such as social work and tutoring 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 Programs.,
Violence Prevention Programs
D. H. ing in addressed only of the six administration, and decreases instruction
Bullying is addressed school-wide via administration, guidance, and classroom instruction.
Nutrition Programs
Dreakfast is free for all students
Breakfast is free for all students.
Housing Programs
N/A
Head Start
Head start information is used to transition Head Start students into kindergarten.
ÿ
Adult Education
N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
The solder cased in the demonstrate forms.
Principal
Assistant Principal
Academic Intervention Specialist
Reading Resource Teachers
Reading Coach
School Psychologist
Guidance Counselor
Migrant Social Worker
Migrant Reading Resource Teachers
Social Worker
Varying Exceptionality Teachers
SAC Chair
Ad Hoc Members:
Grade Level Team Representatives
Speech/Language Pathologist
Registered Nurse
Health Assistant

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Media Specialist

Bilingual School Psychologist

(Note that not all members attend every meeting, but are invited based on the goals for the meeting.)

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

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

The PSLT is considered the main leadership team in our school. The PSLT will meet 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 pull-outs in reading
  - o Extended Learning Programs before, during and after school
  - Intensive Reading classes
  - o Creating, managing and updating the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o 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)
- o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas.)
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The SAC Chair is a member of the PSLT.
- The Administration, PSLT and SAC are involved in the School Improvement Plan development, monitoring, and updating throughout the 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 monitors the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as classroom "walk-through" data related to various levels of fidelity.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning RLT 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 RLT representatives. Kindergarten through fifth grade level PLCs meet on a seven-day rotation that includes an RLT PLC prior to the beginning of the student school day.
- The PSLT, PLCs, and grade level teams all use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

#### Identify the problem

o review and analyze screening and collateral data, including curriculum content, behavior, and attendance

Analyze the problem, identify barriers, and determine why it is occurring

develop and test hypotheses about why student/school problems are occurring (changeable barriers)

Design and implement an action plan

- develop instructional units and embed interventions based on confirmed hypotheses
- establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established

class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

Monitor progress and determine effectiveness of action plan

- o assess the fidelity of instruction/intervention implementation and other PS/RtI processes
- assess progress toward SIP goals
- identify and address changeable barriers
- o continue, alter, or develop new action plan

#### MTSS Implementation

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

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

#### **Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	PSLT, PLCs
Baseline and Midyear District Assessments	Scantron Achievement Series  Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series  Data Sort Display Board	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers

FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator, PLCs
	Data Sort Display Board	
CELLA	Sagebrush (IPT)	ELL Resource Teacher, PSLT Representative
Common Assessments* of chapter/ segments tests using adopted curriculum resources such as the MacMillan/ McGraw Hill Treasures, GO MATH, and National Geographic Science series	Subject Area Generated Database	Individual teachers, PLCs, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated by Grade Level Teams Excel Database	Grade level teams, Individual teachers

<sup>\*</sup>A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

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

### Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring

_				
	Extended Learning Program (ELP) * (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator	
	FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach	
	Ongoing assessments within Intensive Courses such as easyCBM	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers	
	Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	PSLT/PLCs	

<sup>\*</sup>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.

Describe the plan to train staff on MTSS.

Dover's area RtI Facilitator trained grade levels concerning the district student support process during their PLCs. Teachers are also involved in professional development in vertical teams during faculty meetings. Reading Resource Teachers as well as Math, Science, Writing, and Social Studies Contacts attend district meetings/trainings and return to share vital information with their respective teachers. We will invite our area RtI Facilitator for support and training as needed.

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, identified through teacher input or EET evaluation data, will be presented during Tuesday faculty meeting times or rotating PLC 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.

Describe plan to support MTSS.

The RLT members facilitate grade level PLC meetings. Each RLT member guides the grade level (or levels) for which she provides the majority of instructional support. PSLT members, as well as special area, resource and ESE teachers participate in the PLCs of the grade levels they serve. The Principal and Assistant Principal are also actively involved. This results in maximum input of all instructional stakeholders, ongoing communication and effective instruction. Kindergarten through fifth grades plus the RLT meet as PLCs on a seven day rotating schedule prior to the school day. Grade level PLCs collaborate to do the following:

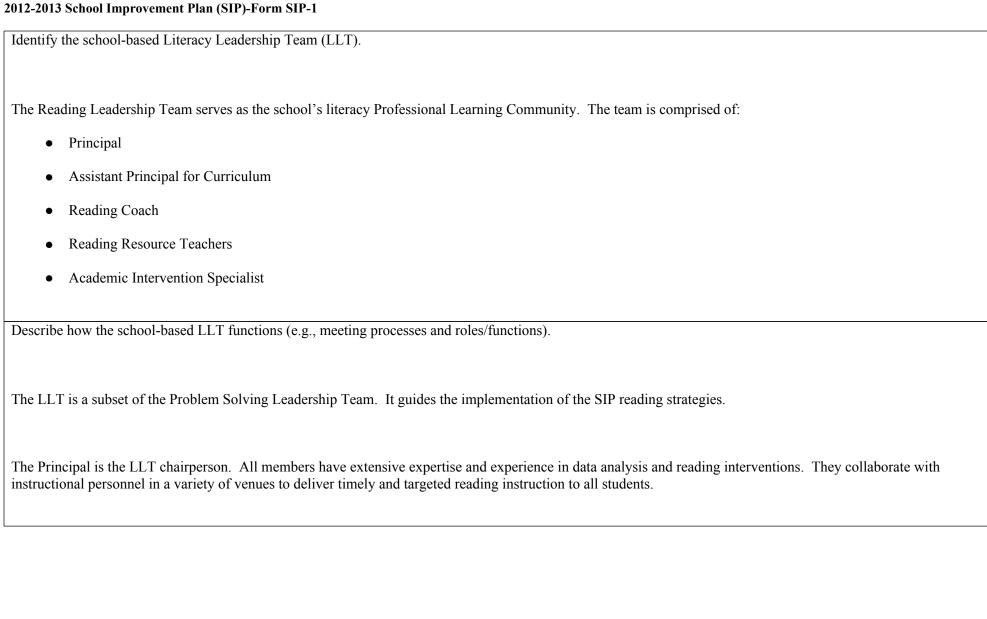
- disaggregate data
- determine instructional needs and focus
- develop intervention plans for Tier 2 and 3 students
- identify professional development needs.

On the seventh day, after each grade level PLC rotation, the RLT PLC accomplishes the following:

- debriefs grade level PLC meetings
- coordinates requested professional development
- identifies next PLC focus and any potential challenges.

## **Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team** 



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

Implement and evaluate the SIP reading strategies across the content areas

Assist kindergarten and first grade teachers as they implement the Common Core State Standards

Prepare second through fifth grade teachers to implement the Common core State Standards

Provide professional development specific to identifying and including complex text within the instructional program across all content areas

Provide collaborative planning, modeling and observing of research-based reading strategies across the content areas

Analyze data

Implement the K-12 Reading Plan

#### NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

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

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

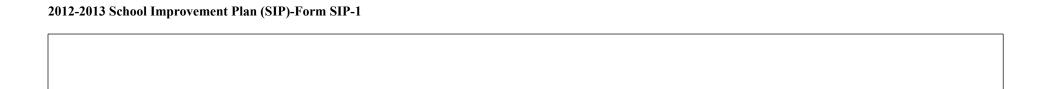
In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments 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

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Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to me Parents are encouraged to complete the school registration procedure at this time to ensure that the ch	
*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 response	sibility of every teacher.
*High Schools Only	
Note: Required for High School-Sec. 1003.413(g)(j) F.S.	
How does the school incorporate applied and integrated courses to help students see the relationships b	etween subjects and relevance to their future?
How does the school incorporate students' academic and career planning, as well as promote student comeaningful?	ourse selections, so that students' course of study is person

## **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 <u>High School Feedback Report</u>.

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012



## PART II: EXPECTED IMPROVEMENTS

## **Reading Goals**

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

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1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.
scoring proficient in					
reading (Level 3-5).	-Teachers'	Common Core	Who	Teacher Level	READING
	knowledge	Reading Strategy	WIIO	Teacher Level	READING
	base of this	Across all Content	Dringing	-Teachers reflect on lesson	3x per year_
	strategy needs	Across an Content Areas	ri inicipai	outcomes and use this	
	professional	Alcas	-AP	knowledge to drive future	FAIR
		Reading		instruction.	
	Training for	comprehension	-Reading Resource	mstruction.	
		improves when	Teachers	Teachers use the on-line	
	being rolled out				During the Grading
	in 2012-13.	engaged in			Period
	111 2012-13.	grappling with		progress towards their PLC	
	-Training all	complex text.		and/or individual SMART	-district adopted reading
	content area	Teachers need to			series pre, post, mid,
		understand how	Fixedum Codem	30ui	section, end of unit
	teachers	to select/identify			assessments
		complex text,		I Le Level	
		shift the amount	How	-Using the individual teacher	intervention checks
		of informational		data, PLCs calculate the	
		text used in the	-Reading PLC Logs	SMART goal data across all	
		content curricula		classes/courses.	
		and share complex	-Language Arts PLC	classes/courses.	MATHEMATICS
		texts with all	Logs	-PLCs reflect on lesson	
		students. All	I -		2x per year
		content area	-Social Studies PLC	drive future instruction.	
		teachers are	Logs		-district baseline and
		responsible for		-For each class/course, PLCs	midyear assessment
		implementation.	PLCs/Grade level	chart their overall progress	
			teams turn their logs	towards the SMART Goal.	
			into administration and/	1	
			or coach after a unit of	Leadership Team Level	During the grading period
		Action Steps	instruction is complete.		
					-district adopted
		Action steps for	-Administration	Leadership Team shares	mathematics series
		this strategy are	and coach rotate	SMART Goal data with the	chapter reviews and tests
		outlined on grade	through PLCs looking	Leadership Team.	
		level/content area	for complex text		-mini assessments
		PLC action plans.	discussion.	-Data is used to drive	
		_	l	teacher support and student	
			-Administration shares	supplemental instruction.	
			the positive outcomes		SCIENCE
			observed in PLC		
			meetings on a monthly		2x per year
			basis.		

				-district baseline and		
				midyear assessment		
				inayear assessment		
				During the grading period		
					Γ	
				-district adopted science		
				Fulstrict adopted science		
				series pre, mid, end		
				of unit, chapter, and		
				intervention checks		
				1		
				WRITING		
				Monthly		
				<u>wioniny</u>		
				L		
				District prompts for		
				demand writes/formative		
				assessment		
				assessment		
				During the grading period		
				Burnig the grading period	_	
				-daily student drafts and		
				revisions		
				-STAR interviews		
				517 He litter views		
				l		
				-student portfolios/writing		
				notebooks		
Reading Goal #1:	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
	Performance:*					
				1		
The percentage of students scoring						
a Level 3 or higher on the 2013				1		
FCAT Reading will increase from						
39% to 42%.				1		
2770 00 1270.						

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39%	42%			

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1.2.	1.2.	Who	Teacher Level	3v nar vaar	
1.2.	1.4.	WIIO	reacher Level	3x per year	
-Teachers are at varying levels of	This Common Core	-Principal		FAIR	
skill in promoting	Reading strategy	l	lessons during the unit		
l	crosses all content	-AP	using specific evidence of		
student development in guided practice and	areas.		learning such as running		
independent practice.		-Reading Coach	records, unit and mini	During the Grading Period	
	Students'		assessments, and FAIR		
-Teachers need	comprehension	-Reading Resource Teachers		-pre, post, mid, section, end of	
additional work in	of course content		instruction.	unit assessments	
the area of "guided practice" in the	improves by		l		
readers' workshop	participating in	l.,		-intervention checks	
process.	lessons where teachers	<u>How</u>	assessment results on		
	consistently follow	l N. C.I.	the school developed		
	the <u>Gradual Release</u> lesson delivery model	-PLC logs turned into	assessment form.		
	-	administration.	l		
	focused on text-	<b>.</b>	-Teachers use the		
	based Higher Orders Thinking Skills	-Evidence of strategy in	assessment data to		
	(HOTS) questions.	teachers' lesson plans	calculate their students'		
	(HO18) questions.		progress towards the		
		-School-based informal	SMART Goal developed		
	<del> -</del>	walk-through form which	in their PLC.		
	The Gradual Release	includes the school's SIP	T 1 1		
	model follows a	strategies	-Teachers chart their		
	specific sequence:		students' individual		
	Explicit instruction,	-Administration shares	progress towards mastery.		
	modeled instruction,	positive outcomes observed			
	guided practice, and	in PLC meetings			
	independent practice.		Leadership Team Level		
	macpendent practice.		Leadership ream Level	<b> </b>	
	(I do, we do, you do)		-Leadership Team	<b> </b>	
	(1 do, we do, you do)		determines and maintains		
	As students become		a school-wide data system		
	increasingly adept at		to track student progress.		
	answering and crafting		to track student progress.	† <b> </b>	
	text-based questions,		-PLC facilitator, Reading		
	their comprehension		Coach, and Reading		
	and engagement		Resource Teachers share		
	increases. All content		data with the Problem		
	area teachers are		Solving Leadership	<b> </b>	
	responsible for		Team.		
	implementation.		i cuiii.	<b> </b>	
	2		-PSLT uses data		
			to evaluate the		
	ļ		to evaluate the		

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		effectivene	ss of strategy	
1	Action Steps	implementa	ation,	
1			al instruction	
1	Action steps for thi	for targeted	students	
1	strategy are outlined	on and future j	professional	
1	grade level/content a	irea developme	nt for teachers.	
1	PLC action plans.			
1		l L		
1				

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			lı o	li a	_	
	1.3Not all teachers	1.3.	1.3.	1.3.	3x per year	
I I	of the same					
	course give the	Strategy:	Who	Teacher Level	FAIR	
	same common				[ ·	
	assessment at	This reading strategy	-Principal	Teachers reflect on		
	the end of the	crosses all content	<b>1</b> • • • • • • • • • • • • • • • • • • •	lessons during and after		
	instructional cycle.		-AP	the unit using specific		
	instructionar cycle.	ar ous	l · · ·		During the Grading Period	
		The purpose of	-Instruction Coaches	evidence of learning such		
	Lack of common	this strategy is to	-instruction coaches	as running records, unit	-pre, post, mid, section, end of	
	praining time		D	and mini assessments,	unit assessments	
		strengthen the core	-Resource Teachers	and FAIR results to drive		
	DIACHCES DETOIL HIEL	curriculum. Students'	l	future instruction.	-intervention checks	
		comprehension	-Peer and Mentor Evaluators			
		of course content		-Teachers maintain their		
		improves by		assessments on the school		
	nlanning time	participation in		developed assessment		
	to identify and	consistent, effective		form.		
	analyze core	and appropriate	, , , , , , , , , , , , , , , , , , ,	[		
		<b>Differentiated</b>	<u>How</u>	Teachers use the		
I I	Curriculum	Instruction (DI)	DI C la sa troma d	assessment data to		
	assessinents.		-PLC logs turned			
		<u> </u>	into administration.	calculate their students'		
	-Lack of planning		Administration provides	progress towards the		
	time to analyze		feedback.	SMART Goal developed		
	data to identify best	D: CC		in their PLC.		
	practices.	Differentiated	-Evidence of differentiation			
		Instruction is based	in teachers' lesson plans	-Teachers chart their		
		on: acceleration,		students' individual		
	training to	enrichment, extensions,	walk-throughs.	progress toward the		
	implement	and remediation.		SMART Goal.		
	effective PLCs.		-School-based informal			
	51165ti vo 1 1165.		walk-through form which			
	Tanahara at		includes the school's SIP			
	- Teachers at	This strategy focuses		PLC Level		
	varying icvers or	on the following types	strategies.	LEC PEACE		
	impicincination	of flexible grouping:		TT.t At. to At. ta . 4		
I I	or Differentiated	or meatone grouping.	F	-Using the individual		
	Instruction (both	Hamaganaa/Cl		teacher data, PLCs		
	with the low	Homogeneous/Cluster		calculate the SMART		
	periorining and	Ability Grouping		goal data for their grade		
	high nerforming			level.		
	students)	Heterogeneous/Mixed		l		
	·- <i>)</i> ·	Ability Grouping		-After each assessment,		
				PLCs will ask the		
		Individualized Work/		following questions:		
		Independent Study		Tono ing questions.		
				1. How are we using data		
				1. 110w are we using data		

 L.,, ., .	
Whole Class	to inform our instruction?
Instruction	
	2. What barriers to
Pairs or Partners	implementation are we
	facing and how will we
]	address them?
F I	addi coo mem:
	2. To what down a group
ΓΙ	3. To what degree are we
Action Steps:	making progress towards
	our SMART goal?
Action steps for this	
strategy are outlined on	4. Are there skills that
grade level/content area	need to be re-taught in a
PLC action plans.	whole lesson to the entire
FLC action plans.	class?
	5. Are there skills that
]	
	need to be re-taught as
	mini-lessons to the entire
	class?
	6. Are there skills that
	need to be re-taught to
	targeted students?
	7. What accommodations
	for learning modalities,
	readiness, and interests
	will be most effective?
1	8. How do we report and
]	share our results with the
	Leadership Team?
	Leadership Team Level
	Leadership Team Level
]	-PLC facilitators/Team
]	Leaders share their data
]	with the Problem Solving
	Leadership Team.
	'
	-Data will be used to plan
1	for future supplemental
	nor ruture supprementar

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				instruction.	
D 1 4 1 1 6 1 1	4 41 1 1				
Based on the analysis of student	Anticipated				
achievement data, and reference	Barrier				
to "Guiding Questions", identify					
and define areas in need of					
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following					
group:					
2. FCAT 2.0: Students	2.1.				
scoring Achievement					
	See				
	Goal 1.1				
	G0a1 1.1				
1		I	I		

	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*					
	14%	17%					
		<sup>2.2.</sup> See Goal 1.2				2.2.	
		2.3 See Goal 1.3	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		fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
I .		J.1.	5.1.		5.11	
students making Learning		G	X X 71	DI C : 11 : 4 ELD		
Gains in reading.	-The Extended Learning	Strategy		PLCs will review the ELP	3x per year	
	Program (ELP)	D 11		data for each group on a	EAID	
	does not always	Reading .		monthly basis and present	FAIR	
	target the specific	<u>comprehension</u>		this information to the		
	skill weakness of	will improve for		PSLT.		
	the students or	students who	**			
	collect data on an	receive additional	How_		During the Grading	
	ongoing basis	instruction that			<u>Period</u>	
	There is not	targets non-	Administrators			
	always a direct		will review the		-pre, post, mid, section,	
	correlation	and strategies.	communication logs		end of unit assessments	
	between what the	Supplemental	and data collection		-intervention checks	
	student is missing		used between teachers		-intervention checks	
	in the regular	instruction will	and ELP teachers			
	classroom and	be provided for identified students	outlining skills that need remediation and			
			student progress.			
	ELP.	after school.	student progress.			
	DET.	arter school.				
	-Minimal					
	communication					
	between regular	A ation Stone				
	and ELP teachers	Action Steps				
		Teachers will identify				
		students requiring				
		additional support.				
		PLCs will determine				
		the specific delivery				
		system for each				
- 11 2 112	2012.0	student.				
Reading Goal #3:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	of Performance.				
	r criormanee.					
Points earned from students						
making learning gains on the 2012						
FCAT Reading will increase from						
68 to 73 points						
oc to 15 points						

	68	73					
		3.2. See Goal 1.3	3.2.	3.2.	3.2.	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:	Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for	1.3Not all	1.3.	1.3.	1.3.	3x per year	
1	teachers of the	1.5.	1.5.	1.3.	<u>Dx per year</u>	
students in Lowest 25%	same course	G	****			
making learning gains in	give the same	Strategy:	Who_	<u> Teacher Level</u>	FAIR	
reading.	common	This reading	-Principal			
			ri ilicipai	-Teachers reflect on lessons		
	assessment at the end of the	strategy crosses all content areas.	A D	during and after the unit		
	instructional	an content areas.	EAF		During the Grading	
		T1	In the stirm Country	learning such as running	<u>Period</u>	
	cycle.	The purpose of	-Instruction Coaches	records, unit and mini		
		this strategy is	D	assessments, and FAIR	-district adopted reading	
	-Lack of	to strengthen the	-Resource Teachers		series pre, post, mid,	
	common	core curriculum.		instruction.	section, end of unit	
	planning time	Students'	-Peer and Mentor		assessments	
	to discuss best	comprehension	Evaluators	-Teachers maintain their		
	practices before	of course content		assessments on the school	-intervention checks	
	the unit of	improves by		developed assessment form.		
	instruction.	participation			-easyCBM progress	
		in consistent,		-Teachers use the	monitoring	
	-Lack of	effective and		assessment data to calculate		
	common	appropriate		their students' progress		
	planning time	<b>Differentiated</b>	-PLC logs turned	towards the SMART Goal		
	to identify and	Instruction (DI)		developed in their PLC.		
	analyze core	strategies.	Administration			
	curriculum		provides feedback.	-Teachers chart their		
	assessments.		Î	students' individual progress	l I	
		L	-Evidence of	toward the SMART Goal.		
	-Lack of	Differentiated	differentiation in			
	planning time	Instruction is based	teachers' lesson			
	to analyze data	on: acceleration,	plans seen during			
	to identify best	enrichment,	administration walk-	PLC Level		
	practices.	extensions, and	throughs.			
	[	remediation.	l -	-Using the individual teacher	1 I	
	- Need		-School-based informal	data, PLCs calculate the		
	additional		walk-through form	SMART goal data for their		
	training to	L	which includes the	grade level.		
	implement	This strategy	school's SIP strategies.			
	effective PLCs.	focuses on the	Ī	-After each assessment,		
		following types of	L	PLCs will ask the following		
	- Teachers	flexible grouping:		questions:		
	at varying	TT				
	levels of	Homogeneous/		1. How are we using data to		
	implementation	Crassina Ability		inform our instruction?		
	10	Grouping				
	Differentiated	Hatara ganagus /		2. What barriers to		
	Instruction	Heterogeneous/		implementation are we		

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T.	T	1	·	
(both with the	Mixed Ability	facing and how will we		
low performing	Grouping	address them?		
and high				
performing	Individualized	3. To what degree are we		
students).	Work/Independent	making progress towards		
Statents).	Study	our SMART goal?		
	Study	our SWIIKI gour:		
	Whole Class	4 4 4 1 1:11 4 1		
		4. Are there skills that need		
	Instruction	to be re-taught in a whole		
		lesson to the entire class?		
	Pairs or Partners			
		5. Are there skills that need		
	L	to be re-taught as mini-		
	ΓΙ	lessons to the entire class?		
	L I	cosons to the entire etass:		
	1	6. Are there skills that need		
	Action Steps:			
		to be re-taught to targeted		
	Action steps for	students?		
	this strategy are			
	outlined on grade	7. What accommodations		
	level/content area	for learning modalities,		
		readiness, and interests will		
	PLC action plans.	be most effective?		
		be most ejjective:		
		0 11 1		
		8. How do we report and		
		share our results with the		
		Leadership Team?		
		Leadership Team Level		
	1			
	1	-PLC facilitators/Team		
		Leaders share their data		
	1	with the Problem Solving		
		Leadership Team.		
	1			
		-Data will be used to plan		
		for future supplemental		
	1	instruction.		
	1	monuction.		
	1			

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	Ì	1			i .		
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the Lowest 25% making learning gains in reading will increase from 72 points to 73 points.							
	72	73					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		See Goal 1.3					
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrer		fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	1	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%.							

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Reading Goal #5:						
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.	
Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Black: NA Hispanic: Y Asian: NA American	White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA					
		5A.2.				5A.2	
						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		fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		

Reading Goal #5B:  The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 36% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y	NA					
		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		fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

FO E PLI	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
	PC.1.	DC.1.	PC.1.	PC.1.	PC.1.	
Learners (ELL) not						
making satisfactory	-Improving the	ELLs (Lys/LFs)	Who	Teacher Level		
progress in reading.	proficiency of	comprehension				
progress in reading.	ELL students is	improves when	-Administrators	-Teachers reflect on lesson	FAIR	
	critical to their	teachers implement		outcomes and use this		
	success.	the strategies in A+	-District Resource	knowledge		
		Rise. The on-line	Teachers	S		
	-Some teachers	program is available		to drive future instruction.	CELLA	
	are unfamiliar	on IDEAS under	-ESOL Resource Teacher			
		Programs for ELL.				
	To address this	1	-ESOL Resource Teachers	Γ		
	barrier, the		ESSE RESSURES TORONO.	PLC Level	During the Grading	
	ESOL Resource		-Migrant Resource		Period_	
	Teacher	Action Steps	Teachers	-PLCs use data to calculate the	renou	
	will provide	retion steps	Cachers	ELL SMART goal across grade		
	professional	-ESOL Resource		levels.	-pre, post, mid, section,	
		Teacher (ERT)		1	end of unit assessments	
		provides professional	How	-ERTs meet with teachers to		
	apaate teachers.	development to all	ITOW	assist with eh analysis of data.	-intervention checks	
	-Teachers		-Administrative and ERT	assist with th analysis of data.		
		how to access and use				
	of A + Rise is not	A+ Rise Strategies	wark-tilloughs			
			-Professional development	Landership Team, Lavel		
	content areas.	TOT ELLE WE THEN	Fi fotessional development	Leadership Team Level		
	content areas.	arises2s.com/s2s/		-PLC facilitator shares ELL		
		across all content		SMART Goal data with the		
		areas.		Problem solving Leadership		
				Team.		
		-ERT and Migrant		i cam.		
		Resource Teachers		-Data is used to drive		
		model lessons using		teacher support and teacher		
		A+ Rise Strategies for		supplemental instruction.		
		ELLs.		supplemental instruction.		
		-ERT or Migrant				
		Resource Teachers				
		observe teachers				
		using the strategies				
		to provide feedback,				
		coaching, and				
		support.				
		I				
		-District Resource				
		Teachers provide				
		professional				
		development to				
		administrators on how	1			
		to conduct effective				
		fidelity checks for				
		implementation of				

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Reading Goal #5C:	2012 Current	A Rise strategies for ELLs.  2013 Expected Level					
The percentage of English Language Learners scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 29% to 30%.	Level of Performance:*	of Performance:*					
		<b>30%</b> 5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		understanding that teachers need to provide ELL accommodations beyond FCAT testing.  -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.	LYC) comprehension of content areas improves through participation in the following day-to-day accommodations for content area lessons and assessments:  -Extended time -Small group testing	-Administrators -ESOL Resource Teachers -Migrant Resource Teachers -Bilingual Paraprofessionals  How -Administrative and ERT walk-	district level assessments for ELL students. Correlate	During the Grading Period  -pre, post, mid, section, end of unit assessments  -intervention checks	

	See Goal	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:		,	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	len i	len i	len i	len i	len i	1
5D. Students with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not						
making satisfactory	Need to provide	SWD student	Who	Teacher Level	During the Grading Period	
progress in reading.		improves through				
progress in reading.		the <u>effective</u>	-Administrators	-Teachers reflect on lesson	Content area tests with data	
	structure and	and consistent		outcomes to drive further	disaggregated for SWD	
	procedure for	implementation of	-ESE teachers	instruction.	performance	
	regular and on-	each student's IEP				
		goals, strategies,				
		modifications, and				
		accommodations.	<u>How</u>	PLC Level		
	education and	<u></u>				
	ESE teacher.	-Throughout the		-PLCs determine progress		
			Progress Reports	toward the SMART goal.		
		students' IEPs to		Dr. G. G		
		ensure that they are		-PLCs reflect on lesson		
		being implemented		outcomes to determine future		
		with accuracy and		instruction and professional development needs.		
		consistency.		development needs.		
		-Teachers collaborate				
		with ESE teachers				
		to improve effective		Leadership Team Level		
		lesson delivery and		Beaucisinp ream Bever		
		assessment strategies.		-Grade levels share data.		
		-ESE teachers		-Data determines level of		
		provide feedback		teacher support and professional	I <b>[</b>	
		and coaching on		development needs.		
		appropriate strategies.				

Troughing Court was:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 19% to 24%.							
	19%	24%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		See Goal					
		1.3 5D.3	5D.3	5D.3	5D.3	5D.3	

# **Reading Professional Development**

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

Please note that each Strategy does not require a

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professional development of 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 the second	and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		-
Primary and Intermediate Independent Reading: Helping All Readers to	Reading K-5	PLC Leader Reading Leadership Team	School-wide	meetings) Prior to preplanning	PLC discussion and support	Administration
Blossom						Reading Leadership Team
District CCSS Training:	K-1	District Training	Individual teachers attend district training and discuss at PLCs	Various times	PLC discussion and support	Administration
Deepening Understanding at Applying the Reading CCSS	S			On-going		Reading Leadership Team
Tools for Teachers: Text Complexity: Implementing Key Shifts in the CCSS-Part		District Training	School-wide	Prior to preplanning	PLC discussion and support	Administration
One Reading Resource Teachers share information from district Reading Contact	K-5	District Training	School-wide	On-going	Reading Leadership Team provides grade level and individual support	Administration
Meetings Family Reading Night	HS-5	Reading Leadership Team	School-wide	October 25, 2013	Parents were provided with a variety of interactive reading activities	Administration
Weekly Open Library Night	HS-5	Media specialist	School-wide	On-going /weekly	Parents and students have access to computers and reading materials that are unavailable in their homes	Administration

# **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 Achieveme nt				
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1Not all	1.1.	1.1.	1.1.	1.1.	
scoring proficient in	teachers of the					
mathematics (Level 3-5).	same course	Strategy:	Who	Teacher Level	2x per vear	
mathematics (Level 3-3).	give the same	ourcey.	W IIC	reacher Lever	ZA per year	
	common	The purpose of	-Principal	-Teachers reflect on lessons	District baseline and mid-	
	assessment at	this strategy is		during and after the unit	vear assessment	
	the end of the	to strengthen the	-AP	using specific evidence of	1	
	instructional	core curriculum.		learning such as chapter and		
	cycle.	Students'	-Instruction Coaches	mini assessments to drive		
		comprehension		future instruction.	During the Grading	
	-Lack of	of course content	-Resource Teachers		Period	
	common	improves by		-Teachers maintain their		
	planning time	participation		assessments on the school	-Chapter reviews and	
	to discuss best	in consistent,	How	developed assessment form.	tests	
	practices before	effective and	110W_			
	the unit of	appropriate Differentiated	-PLC logs turned	-Teachers use the	-Mini assessments	
		Instruction (DI)	into administration.	assessment data to calculate		
		strategies.	-Administration	their students' progress		
	-Lack of	Strategies.	provides feedback.	towards the SMART Goal		
	common			developed in their PLC.		
	planning time		-Evidence of strategy	-Teachers chart their		
	to identify and analyze core	Differentiated	in teachers' lesson	students' individual progress		
	curriculum	Instruction is based	plans seen during	toward the SMART Goal.		
	assessments.	on: acceleration,	administration walk-	toward the Sivir Iter Gour.		
	assessificites.	enrichment,	throughs.			
	-Lack of	extensions, and	-School-based informal walk-through form			
	planning time	remediation.	walk-through form	PLC Level		
	to analyze data		which includes the			
	to identify best		school's SIP strategies.	-Using the individual teacher		
	practices.		beneon a sin suutegies.	data, PLCs calculate the		
		This strategy	L	SMART goal data for their		
	- Need	focuses on the		grade level.		
	additional	following types of flexible grouping:				
	training to	nexible grouping.		-After each assessment,		
	implement	Homogeneous/		PLCs will ask the following		
	effective PLCs.	Cluster Ability		questions:		
	Tanah	Grouping		1. How are we using data to		
	- Teachers at varying	sp8		inform our instruction?		
	1 1 0	Heterogeneous/		ingorm our man action:		
	implementation	Mixed Ability		2. What barriers to		
	of	Grouping		implementation are we		
	Differentiated			facing and how will we		
	Instruction	Individualized		address them?		

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		•	•	
	Work/Independent			
low performing	gStudy	3. To what degree are we	l	
and high		making progress towards		
performing	Whole Class	our SMART goal?		
students).	Instruction			
June 100		4. Are there skills that need		
1	Pairs or Partners	to be re-taught in a whole		
1	ans of farmers	lesson to the entire class?		
1	1	lesson to the entire class?		
1	F 1	5 4 1 1:11 1 1		
1	1	5. Are there skills that need		
1	F 1	to be re-taught as mini-		
1	Action Steps:	lessons to the entire class?		
	- 1000 Billion			
	Action steps for	6. Are there skills that need		
	this strategy are	to be re-taught to targeted		
1	outlined on grade	students?		
<b> </b>	level PLC action			
1		7. What accommodations		
1	plans.	for learning modalities,		
1	1	readiness, and interests will		
1	1	be most effective?		
1	1	be most effective?		
1	1	0.17		
1	1	8. How do we report and		
1	1	share our results with the		
1	1	Leadership Team?		
1	1			
		Leadership Team Level		
<b> </b>		-PLC facilitators/Team		
<b> </b>		Leaders share their data		
<b> </b>		with the Problem Solving		
		Leadership Team.		
<b> </b>		-Data will be used to plan		
<b> </b>		for future supplemental		
		instruction.		
<b> </b>				
			l	
i	I I		i	I I

	32%	35%			
Mathematics Goal #1:  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 35%.	Level of Performance:*	2013 Expected Level of Performance:*			

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	L.	L -	L	L	l. a	
1	1.2.	1.2.	<u>Who</u>	<u> Teacher Level</u>	1.2.	
	-Teachers are at	The purpose of	-Principal	Teachers reflect on	District Baseline and Mid-	
	varying levels of	this strategy is to	1 meipai	lessons during the unit	Year Tests	
	skill in promoting	strengthen the core	-AP	lessons during the unit		
	student development	curriculum. Students'	-AP	using specific evidence of		
	in guided practice and			learning such as chapter		
	independent practice.	comprehension	-Reading Coach	and mini assessments to	L	
		of course content		drive future instruction.	During the Grading Period	
	-Teachers need	improves by	<ul> <li>Reading Resource Teachers</li> </ul>			
	additional work in	participating in	_	-Teachers maintain their	-Chapter reviews and tests	
	the area of "guided	lessons where teachers		assessment results on		
	practice" in the	consistently follow		the school developed	-Mini assessments	
	readers' workshop	the Gradual Release	How	assessment form.	1111111 4155 55111 51155	
	process.	lesson delivery model	110 W	ussessificiti tottii.		
		such as:	DL C le se turni : 1	Tanahamana da		
		puell as.	-PLC logs turned	-Teachers use the		
]			into administration.	assessment data to		
		Explicit instruction,	Administration provides	calculate their students'		
		modeled instruction,	feedback.	progress towards the		
]		guided practice, and		SMART Goal developed		
		independent practice.	-Evidence of strategy in	in their PLC.		
			teachers' lesson plans seen	l		
l		,, ,	during administration walk-	-Teachers chart their		
1			throughs.	students' individual		
			unougns.			
]		Action Steps	C -11 1 1 - C 1	progress towards mastery.		
		Action Steps	-School-based informal	l		
		L	walk-through form which	l		
		Action steps for this	includes the school's SIP	l		
		strategy are outlined on	strategies.	PLC Level		
1		grade level PLC action		l		
		plans.		-PLCs calculate the		
				average unit assessment		
				score for all their students		
				across the PLC per unit.		
				across the FLC per tillt.		
				DI C. II		
				-PLCs discuss how to		
1				report and share the data		
				with the Leadership		
			L	Team.		
				-Data is used to identify		
				effective activities for		
				future lessons.		
				101010 10350113.		
				l		
				l		

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					Leadership Team Level		
					-Leadership Team		
					determines and maintains		
					a sabaal wide data avistam		
					a school-wide data system		
					to track student progress.	<b>-</b>	
					PLC facilitator, Reading		
					Coach, and Reading		
					Resource Teachers share		
					data with the Problem		
					Solving Leadership		
					Team.		
					-PSLT uses data		
					to evaluate the		
					effectiveness of strategy		
					implementation,		
					supplemental instruction		
					for targeted students		
					and future professional		
					development for teachers.		
					_		
					F		
					<b>L</b>		
					L		
		1.3.	1.3.	1.3.	1.3.	1.3.	
		<b>1</b>	1.5.		1.5.		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier						
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of				data be used to determine the			
improvement for the following			indently be informationed:	effectiveness of strategy?			
group:				officer veness of strategy!			
					1		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.		
scoring Achievement							
Levels 4 or 5 in	See						
mathematics.							
	Goal 1.1						
	2012.0	2012 7					
Mathematics Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*	of refrontance.					
The percentage of students							
The percentage of students achieving Level 4 or 5 FCAT Math will increase from 8% to 11%.	ı						
will increase from 8% to 11%.							
	8%	11%					
	0 70	1170					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		Saa Caal					
		See Goal					
		1.2					
		2.3	2.3	2.3	2.3	2.3	

		~			<del></del>	 
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
to "Guiding Questions", identify and define areas in need of			Who and how will the	How will the evaluation tool		
improvement for the following			fidelity be monitored?	data be used to determine the		
group:				effectiveness of strategy?		
	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning						
gains in mathematics.	See					
	Goal 1.1					
16.4	2012 G	2012 F 4 11 1				
	Level of	2013 Expected Level of Performance:*				
	Performance:*					
Daints corned from student-						
Points earned from students making learning gains on the						
FCAT Math will increase from 65 points to 66 points.						
points to oo points.						

65	66		
points	points		

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3.2	2	3.2.	3.2.	3.2.	3.2	
	2.	5.2.		5.2.	5.2	
	The Extended	Strategy	Who	Administrators will	District Baseline and Mid-	
I e	earning Program	<u>Sualegy</u>	WIIO	review the ELP data for	Year Tests	
Œ		Before, during, and	Administrators	each group on a monthly	Tear Tests	
alv	ways target	after school ELP-	Administrators	basis and present this		
	e specific skill	Targeting Specific		information to the PSLT.		
	cakiicss of the	Skills			During the Grading Period	
	udents or collect ata on an ongoing		How		Burning the Grading Ferroa	
	asis				-Chapter reviews and tests	
			Administrators will review			
	There is not always	Tier 2/3	the communication logs and		-Mini assessments	
I I	direct correlation		data collection used between			
	etween what the	Students' reading	teachers and ELP teachers			
STU the			outlining skills that need			
and	nd the instruction		remediation and student			
rec	ceived during ELP.		progress.			
		supplemental_				
		instruction on				
		targeted skills that are				
	LP teachers	not at the mastery level.				
		Plan				
		r iaii				
		Teachers_				
		<u>rederiers</u>				
		-Classroom teachers will				
		communicate with the				
		ELP teachers regarding				
		specific skills that students have not mastered.				
		Communication will be				
		through student progress				
		logs.				
		EX.D. 1 11 110				
		-ELP teachers identify lessons for students that				
		target specific skills that				
		are not at the mastery				
		level.				
		D. /Ch I				
		Do/Check				

			<u>Teachers</u>				
			-ELP will be held daily before school, daily during school, and after school 2 times per week.				
			-Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.				
			Check/Act				
			<u>Teachers</u>				
			When the students have mastered the necessary skills, they will be exited from the ELP program.				
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify and define areas in need of improvement for the following group:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%						
making learning gains in						
mathematics.	Caa					
	See					
	Goal 1.1					
M-41	2012 Current	2013 Expected Level				
Mathematics Goal #4:	Level of	of Performance:*				
	Performance:*					
Points earned from students in the						
bottom quartile making learning gains on the 2012 FCAT Math will						
gains on the 2012 FCAT Math will increase from 75 to 80 points.	1					
increase from 73 to 80 points.						
	75	80				
		points				
	points	Γ				

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		_					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		Can Canl					
		See Goal					
		3.2					
		5.2					
		4.3	4.3.	4.3.	4.3.	4.3.	
		1.5	1.5.	1.3.	1.5.	1.5.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier		·				
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of				data be used to determine the			
improvement for the following			nacity of monitorea.	effectiveness of strategy?			
subgroup:							
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
5. Ambitious but							
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Math Goal #5:							

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5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	1.1.	
ethnicity (White, Black,						
Hispanic, Asian, American		Strategy:	Who	Teacher Level	2x per year	
Indian) not making				Teacher Bever	DA POL YOU	
satisfactory progress in	White: Y		-Principal	-Teachers reflect on lessons	District baseline and mid-	
1	Black: NA	this strategy is		during and after the unit	year assessment	
mathematics	Black: NA		-AP	using specific evidence of		
	Hispanic: 31%	core curriculum.		learning such as chapter and		
		Students' comprehension	-Instruction Coaches	mini assessments to drive	L	
	Asian: NA	of course content	-Resource Teachers	future instruction.	During the Grading	
		improves by	ricesource reactions	-Teachers maintain their	Period_	
	NA	participation		assessments on the school	-Chapter reviews and	
		in consistent,			tests	
		effective and	<u>How</u>	de reropou assessiment form.		
	-Not all	appropriate	-PLC logs turned	-Teachers use the	-Mini assessments	
	teachers of the	Differentiated	into administration.	assessment data to calculate		
	same course	instruction (D1)	-Administration	their students' progress		
	give the same	strategies.	provides feedback.	towards the SMART Goal		
	common			developed in their PLC.		
	assessment at		-Evidence of strategy	-Teachers chart their		
	the end of the	Differentiated	in teachers' lesson	students' individual progress		
	instructional	Instruction is based		toward the SMART Goal.		
	cycle.	on. acceleration,	throughs.			
	-Lack of	em lemment,	unoughs.			
	common	extensions, and	-School-based informal			
	planning time	remediation.	walk-through form	PLC Level		
	to discuss best		which includes the	TTotal About all 14 at Access on		
	practices before	1	school's SIP strategies.	-Using the individual teacher data, PLCs calculate the	]	
	the unit of	This strategy		SMART goal data for their		
		focuses on the	F	grade level.		
	-Lack of	following types of				
	common	flexible grouping:		-After each assessment,		
	planning time	17		PLCs will ask the following		
	to identify and	Homogeneous/ Cluster Ability		questions:		
	analyze core	Grouping		1 77		
	curriculum	Grouping		1. How are we using data to inform our instruction?		
	assessments.	Heterogeneous/		injorm our instruction?		
		Mixed Ability		2. What barriers to		
	-Lack of planning time	Grouping		implementation are we		
	to analyza data			facing and how will we		
	o anaryze uata	Individualized		address them?		

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	t	•		
	Work/Independent			
practices.	Study	3. To what degree are we		
1		making progress towards		
- Need	Whole Class	our SMART goal?		
additional	Instruction	om smilli gom.		
training to	mstraction	4. Are there skills that need		
	Daine on Danta one			
implement	Pairs or Partners	to be re-taught in a whole		
effective PLCs.	·	lesson to the entire class?		
	<b>⊢</b> I			
- Teachers		5. Are there skills that need		
at varying	<b>⊢</b> I	to be re-taught as mini-		
levels of		lessons to the entire class?		
implementation	Action Steps:			
of	I I	6. Are there skills that need		
Differentiated	Action steps for	to be re-taught to targeted		
	this strategy are			
Instruction	outlined on grade	students?		
(both with the	level PLC action			
low performing	plans.	7. What accommodations		
and nigh	F	for learning modalities,		
performing		readiness, and interests will		
students).		be most effective?		
		8. How do we report and		
		share our results with the		
		Leadership Team?		
		Leadership Team Level		
	1			
	1	-PLC facilitators/Team		
	1	Leaders share their data		
	1 1			
	1 1	with the Problem Solving		
	1 1	Leadership Team.		
	1			
	1 1	-Data will be used to plan		
	1 1	for future supplemental		
	1	instruction.		
	1 1			
	1 1			
	1			
	1 1			

Mathematics Goal #5A:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
The percentage of Hispanic					
students scoring proficient/					
satisfactory on 2013 FCAT Mathematics will increase from					
31% to 36%.					
	White: Y	White: NA			
	Willie. 1	Willie: 1471			
	D11 NIA	D11 NIA			
	Black: NA	Black: NA			
	Hignonia	Hignoria: 260/			
		Hispanic: 36%			
	31%	Asian: NA			
	Asian: NA	Asiail. NA			
		American Indian:			
		NA			
	Indian: NA				

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5A.2.	5A. 2	5A.2.	5A.2.	5A.2	
Learning Program (ELP) does not always target the specific skill weakness of the students or collect data on an ongoing basis  There is not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.  -Minimal communication between regular and	Before, during, and after school ELP-Targeting Specific Skills  Tier 2/3  Students' reading comprehension will improve through	Who  Administrators  How  Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation and student progress.	Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.	District Baseline and Mid-Year Tests  During the Grading Period  -Chapter reviews and tests  -Mini assessments	
ELP teachers	Plan  Teachers  -Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. Communication will be through student progress logs.  -ELP teachers identify lessons for students that target specific skills that are not at the mastery level.				
	Do/Check				

I	ı		
<u>Teachers</u>			
-ELP will be held daily			
FELT WILL DE HEID GAILY			
before school, daily during			
school, and after school 2			
times per week.			
-Progress monitoring data			
Friogress mointoinig data			
will be collected by the			
ELP teacher on a weekly			
or biweekly basis and			
communicated back to the			
ragular alasgrages tanahar			
regular classroom teacher.			
Check/Act			
CHECK/ACT			
<u>Teachers</u>			
XXII .1 . 1 . 1			
When the students have			
mastered the necessary			
skills, they will be exited			
from the ELP program.			
from the EET program.			

		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 be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Disadvantaged students not making satisfactory progress in mathematics.	See Goal 5A.1.	5B.1.	5B.1.	5B.1.	5B.1.		

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on 2013 FCAT Mathematics will increase from 32% to 38%.							
	32%	38%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		See Goal 5A.2.					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
Learners (ELL) not making satisfactory progress in mathematics.	See Goal 5.A.1.		5C.1.	5C.1.	5C.1.	
Mathematics Goal #5C:  The percentage of English Language Learners (ELL) scoring proficient/satisfactory on 2013 FCAT Mathematics will increase from 30% to 36%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	30%	36%				

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		See Goal					
		5.A.2.					
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
	A 4: 1 1	64. 4	E. I. I. Cl. I	Ct. t. D. t. Cl. 1			
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify and define areas in need of			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the			
improvement for the following subgroup:				effectiveness of strategy?			

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	1	5D.1.	5D.1.	5D.1.	5D.1.	
	Goal					
	5A.1.					

14% 22% 5D2 5D2 5D2 5D2.	 <u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
5D.2. 5D.2. 5D.2. 5D.2. 5D.2. 5D.2.	14%	22%			
See Goal 5A.2. 5D.3 5D.3 5D.3 5D.3		See Goal 5A.2.		5D.2.	

## **Mathematics Professional Development**

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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		
		PLC Leader		meetings)		
Hot Talk and Cool Moves	K-5	Darrell Frost District Trainer	School-wide	Pre-preplanning	Diana Suarez, 3 <sup>rd</sup> grade teacher presented overview/examples of follow through at a September faculty meeting	Administration
				August	1 5 6	
ELL Strategies	K-5	Ana Martoglio	Grade Level PLCs	November	Administrative Team	Administration
Differentiated Instruction	K-5	PLC Leaders	Grade Level PLCs, Team Meetings	On-going	Administrative team	Administration

# **Elementary and Middle School Science Goals**

Science Goals	Problem- Solving Process to Increase Student Achieveme nt				
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 Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	x per Year_	
scoring proficient (Level						
3-5) in science.	-Not all	Strategy:	Who	Teacher Level	District baseline and mid-	
5-3) in science.	teachers of the	Strategy.	11 110	Tederici Bever	ear tests	
	same course	The purpose of	-Principal	Teachers reflect on lessons		
	give the same	this strategy is		during and after the unit		
	common	to strengthen		L	Ouring the Grading	
	assessment at	the core			eriod	
	the end of the	curriculum.	-Instruction Coaches	records, unit and mini	<u> </u>	
	instructionar	Students'		assessments, and FAIR	re, mid, end of unit,	
	cycle.		-Resource Teachers	results to drive future	hapter, and intervention	
		of course	D 114	instruction.	hecks	
	-Lack of	content	-Peer and Mentor			
	common		Evaluators	-Teachers maintain their		
	planning time	participation		assessments on the school		
	to radiiting and	in consistent, effective and		developed assessment form.		
	anaryze core	appropriate		T 1 1		
	o di i i i o di di di i	<b>Differentiated</b>		Teachers use the assessment		
		Instruction		data to calculate their		
	-Lack of	(DI) strategies.		students' progress towards the SMART Goal developed		
	planning time	(D1) strategies.	0	in their PLC.		
	to analyze data		into administration. Administration provides	in then 1 LC.		
	to identify best			-Teachers chart their		
	practices.	Differentiated		students' individual progress		
	praetices.	Instruction		toward the SMART Goal.		
	- Need	is based on:	teachers' lesson plans			
	additional	acceleration,	seen during administration			
	training to	enrichment,	walk-throughs.			
		extensions, and	S	PLC Level		
	effective PLCs.	remediation.	-School-based informal			
				-Using the individual teacher		
	- Teachers			data, PLCs calculate the		
	at varying	This strates		SMART goal data for their		
	levels of	This strategy		grade level.		
	implementation	following types	<b>–</b>			
	0.1	of flexible		-After each assessment,		
	Differentiated	grouping:		PLCs will ask the following		
	(both with the			questions:		
	low performing	Homogeneous/		1. How are we using data to		
	and high	Cluster Ability		inform our instruction?		
	performing	Grouping		morm our man action:		
	students).			2. What barriers to		
		Heterogeneous/		implementation are we facing		

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	Mixed Ability	and how will we address	
	Grouping	them?	
	1 &		
	Individualized	3. To what degree are we	
	Work/		
		making progress towards our	
	Independent	SMART goal?	
	Study		
		4. Are there skills that need	
	Whole Class	to be re-taught in a whole	
	Instruction	lesson to the entire class?	
	Pairs or	5. Are there skills that need	
	Partners	to be re-taught as mini-	
		lessons to the entire class?	
	<b>⊢</b> I		
		6. Are there skills that need	
	<b>L</b>	to be re-taught to targeted	
		students?	
	Action Steps:	place.ns.	
		7. What accommodations	
	Plan		
		for learning modalities,	
	D C : 1	readiness, and interests will	
	<u>Professional</u>	be most effective?	
	<u>Development</u>		
	Dover	8. How do we report and	
	instructional	share our results with the	
	staff will revisit	Leadership Team?	
	and continue	Leader Ship Team:	
	to implement		
	instructional		
	practices	Leadership Team Level_	
	learned from		
	Successful	-PLC facilitators/Team	
	Teaching in the	Leaders share their data	
	Differentiated	with the Problem Solving	
	Classroom.	Leadership Team.	
		Ecadership (Cain.	
		-Data will be used to plan	
	, , l	for future supplemental	
	<u>Teacher</u>	instruction.	
	<u>Planning</u>		
	To meet the		
	needs of all		
	students,		
l l	btuaciits,		

teachers use		
data from		
previous		
assessments,		
daily classroom		
performance/		
work, student		
interests,		
and student		
learning		
modalities to		
plan for the		
delivery of		
new content.		
PLCs/grade		
level teams use		
the checklist/		
self assessment		
from <i>Successful</i>		
Teaching in the		
Differentiated		
Classroom		
(listed in		
appendix) to		
plan lessons		
and address		
the following		
questions:		
questions.		
-Do I give my		
students:		
students.		
-Different		
ways to take in		
information		
mormation		
-Different		
amounts		
of time to		
complete work		
D:00		
-Different		
assignments		
depending		
on ability,		

readiness,		
comprehension		
level, learning		
level, learning		
preferences/		
styles, and		
interests		
-Different types		
of assessments		
of assessments		
L		
For all		
students, do I:		
-Use data		
to drive		
instruction		
instruction		
to plan,		
implement, and		
assess a unit of		
study		
-Create a		
-Cleate a		
variety of		
activities and		
tasks that		
allows students		
to explore		
concents and		
concepts and standards in		
Standards III		
different ways		
-Give students		<b> </b>
choices in		[
some of their		<b> </b>
learning		<b> </b>
learning activities		
activities		
L		
For high		
performing		
and gifted		
students, do I:		<b> </b>
		<b> </b>
-Make		
- IVIANG		<b> </b>
modifications		
to ensure		

students are		
challenged		
with rigorous		
activities that		
require higher		
order thinking		
order thinking		
-Use		
curriculum		
compacting,		
independent		
study, and		
extension		
activities		
activities		
E 1		
For lower		
ability and		
learning		
disabled		
students, do I:		
-Assess		
prerequisite		
skills and		
Skiiis aiid		
knowledge that need		
that need		
remediation		
-Use a variety		
of strategies		
and modalities		
for remediation		
activities		
For English		
r or English		
Language		
Learners, do		
μ:		
-Use gestures,		
visuals,		
and graphic		
organizers		
T Sum ZOIS		
Specifically		
- Specifically		

	pinpoint and		
	teach the		
	academic		
	language		
	necessary to		
	complete tasks		
	complete tasks		
	-Recognize		
	cultural /		
	cultural /		
	experiential		
	differences and		
	include these		
	in units and		
	example		
	PLCs identify		
	the essential		
	skills and		
	learning		
	targets for the		
	uncoming unit		
	upcoming unit of instruction		
	of filstruction		
	to answer		
	the question,		
	"What do we		
	want students		
	to learn?"		
	PLCs identify		
	the common		
	assessment		
	for the		
	upcoming unit		
	of instruction		
	to angrees the		
	to answer the		
	question, "How		
	will w know		
	if they have		
	learned it?"		

D. /Cl I		
Do/Check		
Teachers in		
the Classroom		
-Teachers		
implement		
lessons using		
Differentiated		
Instruction		
activitiesAt		
the end of the		
unit, teachers		
give a common assessment		
previously		
identified		
from the core		
curriculum		
material.		
Check/Act		
<u>Teachers/</u>		
PLCs after		
the Common		
Assessment		
-Based on the		
data, teachers		
reflect on their		
own teaching.		
Tanahara		
-Teachers provide timely		
feedback that		
students use to		
enhance their		
learning.		
-Teachers bring		
their common		

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assessment		
data to PLCs		
and discuss the		
outcomes and		
effectiveness		
of their DI		
lessons.		
-Effective		
DI activities,		
strategies, and		
techniques		
are identified,		
discussed and		
modeled to		
increase the		
effectiveness of		
c . 1		
future lessons.		
<b>⊢</b> I		
<u>Administrators/</u>		
<u>Leadership</u>		
<u>Team</u>		
-Through		
walkthroughs,		
teachers are		
identified that		
aveal in DI		
excel in DI		
strategies and		
techniques in		
order to set up		
demonstration		
classrooms.		
-Classroom		
coverage		
is provided		
for teachers		
to attend		
demonstration		
classrooms.		
I <sub>N</sub> C		
-PLC		

Facilitators/		
Subject Area		
Leaders put DI		
strategies and		
techniques on		
every agenda to		
allow students		
anow students		
to share		
successes and		
challenges.		
-DI strategies		
and techniques		
and techniques are on the		
Leadership		
Team's agenda		
to discuss		
strategy		
implementation		
progress,		
identify		
barriers, and		
determine		
specific teacher		
support to		
overcome		
barriers.		
Whole Faculty		
Teachers will		
share/model		
successful DI		
strategies and		
techniques.		
• • •		

 <u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
31%	34%			

	1	lı o	h o	li a	li o	1 2
		1.2.	1.2.	1.2.	1.2.	1.2.
		Teachers are	Strategy	Who		2x per Year
		at varying skill				
			Students' science skills will	Administration	Teacher Level	District baseline and mid-year tests
		the 5E lesson	improve through participation	- Turning travion	remener zever	2 ioniet ouseime una ma yeur tests
		plan model.	in the <u>5E Instructional Model</u> :	Science Contact	-Teachers embed the 5E	
		pian moaen	Engage, Explore, Explain,		Instructional Model in	
			Elaborate, and Evaluate.			During the Grading Period
					F-11-12	
				How_	-Teachers reflect on	Pre, mid, end of unit, chapter, and
			Γ		lesson outcomes to	intervention checks
			Action Steps	-Classroom walk-throughs	modify/drive future	intervention enecks
			Tetton Steps	Chassicom want anoughs	instruction.	
			Teachers will attend district	-Lesson plan checks		
			Science training and share	Besson plan enecks		
			5E Instructional Model			
			information with their PLCs/		PLC Level	
1			Teams.		I LC Level	
			Carris.		-Teachers determine	
			PLCs will write SMART		progress toward SMART	
			goals for their instructional		goals during PLC/grade	
			units		level team meetings.	
			units		level team meetings.	
			-Teachers will implement the		-PLCs/grade level teams	
			5E Instructional Model during		use the data analysis to	
			Science instruction.		continue to implement or	
			Science instruction.		modify the instructional	
			-Teachers will discuss data		unit.	
[			gathered from common		uiiit.	
[			$\sim$		Dete enclosis elec	
			assessments to drive further		-Data analysis also determines the direction	
			instruction.			
					for teacher support	
					and professional	
		1.2	1.2	1.2	development.	1.2
		1.3.	1.3.	1.3.	1.3.	1.3.
[						
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
achievement data, and reference	Barrier				Tool	
to "Guiding Questions", identify			,, .,,	L		
and define areas in need of			Who and how will the fidelity			
improvement for the following				data be used to determine the		
group:				effectiveness of strategy?		
9 Tr						

scoring Achievement Levels 4 or 5 in science.	See Goal 1.1		2.1.	2.1.	2.1.		
Science Goal #2:  The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 4% to 7%.	Level of Performance:*	2013Expected Level of Performance:*					
	4%	<b>7%</b>					
		See Goal 1.2				2.2.	

## **Science Professional Development**

**Professional Development** 

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(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.

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		
		PLC Leader		meetings)		
Science Vocabulary	K-5	District Trainer	School-wide	Pre-preplanning August	Discuss and monitor in PLC/Team Meetings	Administration
5E Instructional Model	K-5	District or School Science Contact	School-wide	January	Implement and monitor instructional practice	Administration

# 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:			Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1 C4	1 1	1.1.	1.1.	1.1.	Monthly	
1. Students scoring	1.1.	1.1.	1.1.	1.1.	<u>wioniniy</u>	
at Achievement	l			L		
<b>-</b>	-Not all teachers	Strategy:	<u>Who</u>		District prompts	
in writing.	of the same	Ti	Dula dia d		for demand writes/	
	course give the	This reading	-Principal		formative assessments	
	same common	strategy crosses	4.5	during and after the unit		
	assessment at	all content areas.	<u>-A</u> P	using specific evidence of		
	the end of the	L.		learning such as running		
	instructional cycle.	The purpose of	-Instruction Coaches	records, unit and mini	During the Grading	
		this strategy is			Period	
	-Lack of common	to strengthen the	-Resource Teachers	results to drive future		
	planning time	core curriculum.		instruction.	-Daily student drafts	
		Students'	-Peer and Mentor		and revisions	
	practices before	comprehension	Evaluators	-Teachers maintain their		
	the unit of	of course content		assessments on the school	-STAR interviews	
	instruction.	improves by		developed assessment form.		
		participation			-Student portfolios/	
	-Lack of common	in consistent,		-Teachers use the assessment	writing notebooks	
	planning time	effective and	Have	data to calculate their	Witting notecooks	
	to identify and	appropriate	How_	students' progress towards		
<b>I</b>	analyze core	<b>Differentiated</b>	-PLC logs turned	the SMART Goal developed		
	curriculum	Instruction (DI)	into administration.	in their PLC.		
	assessments.	strategies.	Administration provides			
	assessificates.		feedback.	-Teachers chart their		
	-Lack of planning		recuback.	students' individual progress		
	time to analyze		-Evidence of differentiation			
	data to identify	Differentiated	in teachers' lesson plans	le ward and siving the count		
	best practices.	Instruction	seen during administration			
	pruemees.	is based on:	walk-throughs.			
	- Need additional	acceleration,	waik-unoughs.	PLC Level		
	training to	enrichment,	-School-based informal	TEC Bever		
	implement	extensions, and	walk-through form which	-Using the individual		
	effective PLCs.	remediation.	includes the school's SIP	teacher data such as STAR		
	chective 1 Les.		strategies.	interviews and Writing		
	- Teachers at		strategies.	Notebooks, PLCs calculate		
	varying levels of			the SMART goal data for		
	implementation	This strategy	<b>—</b>	their grade level.		
	of Differentiated	focuses on		anon grade level.		
	Instruction (both	the following		-After each assessment,		
	with the low	types of flexible		PLCs will ask the following		
•	performing and	grouping:		questions:		
	high performing			Mac2110113.		
	students).	Homogeneous/		1. How are we using data to		
	Studentsj.	Cluster Ability		inform our instruction?		
		Grouping		ingorm our memunicion:		
		F - O		I .		

	2. What barriers to	
Heterogeneous/	implementation are we	
Mixed Ability	facing and how will we	
Grouping	address them?	
Individualized	3. To what degree are we	
Work/	making progress towards our	
Independent	SMART goal?	
Study		
	4. Are there skills that need	
Whole Class	to be re-taught in a whole	
Instruction	lesson to the entire class?	
instruction	esson to the chare class:	
Pairs or Partners	5. Are there skills that need	
and of Farmers	to be re-taught as mini-	
	lessons to the entire class?	
	ressons to the entire class:	
	6. Are there skills that need	
ГГ	to be re-taught to targeted	
Action Steps:	students?	
	piuuenis!	
Action steps for	7. What accommodations	
this strategy are		
outlined on grade	for learning modalities,	
level/content are	readiness, and interests will	
PLC action plans.	be most effective?	
	8. How do we report and	
	share our results with the	
	Leadership Team?	
	<u>Leadership Team Level</u>	
	-PLC facilitators/Team	
	Leaders share their data	
	with the Problem Solving	
	Leadership Team.	
	-Data will be used to plan	
	for future supplemental	
	instruction.	
	· · · · · · · · · · · · · · · · · · ·	

	of Performance:*	2013 Expected Level of Performance:*			
The percentage of students scoring Level 3.0 or higher on the 2012 FCAT Writes will increase from 79% to 82%.					
	79%	82%			

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	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.2.	1.2.	1.2.	1.2.	1.2.	
	-Teachers are	This Common Core	***	T 1 T 1	Monthly	
	at varying		<u>Who</u>	Teacher Level	Wollung	
	, ,	Reading strategy crosses	<u></u>		District annual Constance of	
	promoting student	all content areas.	-Principal		District prompts for demand	
	development in				writes/formative assessments	
	guided practice			using student daily		
	and macpendent	of course content improves		drafts and revisions,		
		by participating in lessons	-Writing Contact Teacher	STAR interviews, and		
		where teachers consistently		district demand writes	During the Grading Period	
		follow the <b>Gradual</b>		to determine progress		
		Release lesson delivery		and lesson focus.	-Daily student drafts and	
	4. 55. 41		<u>How</u>		revisions	
	naadana' xxxanlaah am	of the Writer's Workshop		-Teachers maintain		
	process.	Model.		their assessment	-STAR interviews	
	•			results on the school		
		<b>L</b>			-Student portfolios/writing	
			-Evidence of strategy in	form.	notebooks	
		The Gradual Release model	teachers' lesson plans			
		follows a specific sequence:		-Teachers use the		
		Explicit instruction,	-School-based informal	assessment data		
		modeled instruction, guided	walk-through form which	to calculate their		
			includes the school's SIP	students' progress		
		practice.	strategies	towards the SMART		
				Goal developed in		
		(I do, we do, you do)	-Administration shares	their PLC.		
			positive outcomes observed			
		As students become	in PLC meetings	-Teachers chart their		
		increasingly adept at		students' individual		
		developing text-based		progress towards		
		responses, their writing		mastery.		
		craftsmanship and				
		engagement increases				
				Leadership Team		
				<u>Level</u>		
		Action Steps				
		_		-Leadership Team		
		Action steps for this		determines and		
		strategy are outlined on		maintains a school-	<b> </b>	
		grade level/content area		wide data system to		
		PLC action plans.		track student progress.	<u> </u>	
		_			┌ I	
				-PLC facilitator,		
				Reading Coach, and		
			ļ	0 - 2,		

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	1.3.	1.3.		Reading Resource Teachers share data with the Problem Solving Leadership Team.  -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	1.3.	
	1.3.	1.3.	1.3.	1.3.	1.5.	

### Writing/Language Arts Professional Development

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

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

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PD Content /Topic	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		
		PLC Leader	,	meetings)		
					Implementation will be evident in lesson	
					plans and data analysis in PLCs	
District Intermediate MOODLE and Primary Writing Scoring Calibration Professional Development	Scoring Primary and Intermediate Writing	District Trainers	School-wide School-wide	September - Ongoing		Administration

# 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 Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	attendance committee consists of the School Social Worker, Migrant Social Worker, and Migrant Advocate.	by the Principal and shared with the targeted students' teachers.	The attendance committee will	I.1. Viewpoint Attendance and Tardy data DP Clerk reports	

1

29	26					
	attendance is not a priority in families who are impacted	and Migrant Social worker will implement an attendance	1.2. The School Social Worker and Migrant Social Worker will keep an attendance log to monitor and reward student attendance.	committee will monitor the attendance data for	1.2. Viewpoint attendance and Tardy data  DP Clerk reports	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic Grade Level/ Subject

K-5

PD Facilitator

and/or

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

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

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

meetings)

School Attendance Plan Update

PLC Leader Ana Sanchez

School-wide

January Faculty Meeting

PLCs, Attendance Logs

Ana Sanchez

## **Suspension Goal(s)**

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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 Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
i ouspension	Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior.	a subgroup to review school- wide expectations and rules, set these	PSLT "Managing and Motivating" subgroup	Motivating" subgroup will review data on Office Discipline	1.1  ODR and suspension data cross-referenced with mainframe discipline data	

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of			
	of In —School Suspensions	Number of  In- School Suspensions			
throughout the school year will decrease by 10%: from 10 to 9 students.					
	7	6			
	2012 Total Number	2013 Expected			
	of Students Suspended	Number of Students Suspended			
	<u>In-School</u>	<u>In -School</u>			
		5			
	2012 Number of Out-of-School Suspensions	2013 Expected Number of			
		Out-of-School Suspensions			
	15	13			

<u>Suspended</u>	Number of Students Suspended					
Out- of- School	Out- of-School_					
10	9					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

# **Suspension Professional Development**

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

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

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		
	K-5	PLC Leader Marie Rodgers	Voluntary school-wide	meetings) Sessions after school during January-March	PSLT "Managing and Motivating Student Behavior" subgroup will review data on	Amanda Reed, School Psychologist
Character through Literature training					Office Discipline Referrals and Out of School suspensions monthly	PSLT "Managing and Motivating Student Behavior" subgroup

# **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			represents next to the pe	(10,70,70,70,70,70,70,70,70,70,70,70,70,70	Σ //·	
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Dropout Prevention  Dropout Prevention  Goal #1:  *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	NA	1.1.	1.1.	1.1.	1.1.		

	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal in this box.							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		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.

Hillsborough 2012

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

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PLC Leader

Schedules (e.g., frequency of meetings)

Rule 6A-1.099811 Revised July, 2012

# Parent Involvement Goal(s)

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	See Title I Parent Involv ement Plan	1.1.	1.1.	1.1.	1.1.	

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

	level of Parent	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box.							
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

### **Parent Involvement Professional Development**

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

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

PD Content /Topic Grade Level/ Subject

/

PD Facilitator

PLC Leader

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)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

K-5

Parent Involvement

Velia Pedrero

District Training for School Guidance August 2012 Counselors School Parent Involvement Plan

Velia Pedrero

## **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 Achieveme nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?		

1. Health and Fitness	1.1.	1.1.	1.1.	1.1.	1.1.	
	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal						
	-Teachers do	-Elementary	<u>Who</u>	Class schedules and lesson plans	-Classroom teachers	
		students will			document 90 minutes of	
	make providing	engage in	Administration	PACER data	teacher directed physical	
	daily physical	150 minutes			education in their lesson	
	education a		Physical Education Teachers		plans.	
	priority.	education			f	
		per week in			-Physical education	
		kindergarten			teachers' schedules	
		through 5 <sup>th</sup> grade.	How		document the remaining	
		unougn 5 grade	110 W		60 minutes of the	
			Class schedules and lesson		mandated 90 minutes of	
			plans		physical education.	
					physical education.	
	ĺ				- PACER test for	
					assessing aerobic	
					capacity and	
					cardiovascular health	
					cardiovasculai nealui	
Health and Fitness Goal #1:	2012 Current	2013 Expected				
	Level :*	Level :*				
	ĺ					
	ĺ					
	ĺ					
The number of students scoring						
in the "Healthy Fitness Zone"						
(HFZ) on the PACER test for						
assessing aerobic capacity and	ĺ					
cardiovascular health will increase	ĺ					
from 59 % on the 2012 Pretest to	ĺ					
69% on the 2013 Posttest.						
	ĺ					
	59%	<b>69%</b>				
	J / U	U / U				

make providing daily physical education a priority.	playground equipment, walk/ jog/run in designated areas, participate in the exercises presented on the daily closed-circuit WDINO Dover Morning Show, and exercise to outdoor activities	Administration Physical Education Teachers	PACER data	1.2.  -Classroom teachers document 90 minutes of teacher directed physical education in their lesson plans.  -Physical education teachers' schedules document the remaining 60 minutes of the mandated 90 minutes of physical education.	
	provided in the 150 Minutes of Elementary Physical Education district folder on IDEAS to increase physical activity.	Class schedules and lesson plans		- PACER test for assessing aerobic capacity and cardiovascular health	
1.3.	1.3.	1.3.	1.3.	1.3.	

### **Health and Fitness Goals Professional Development**

PLC Leader

Coach Shepard

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/ 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) Schedules (e.g., frequency of

"PE 101" - Update on PACER Test and physical activity opportunities K-5

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 School-wide

meetings)
November Faculty Meeting

Administrative lesson plan checks

Administration, Coach Shepard

# **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 Achieveme nt				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1 C	1	1 1	1 1	1 1	1 1	
20 001111111111111111111111111111111111	.1.	1.1.	1.1.	1.1.	1.1.	
Improvement Goal						
Fi	inding enough	K through 5th	Who	PLC logs	PLC logs	
tir	me to meet is	grade PLCs will				
di			Administration	PSLT logs	PSLT logs	
		day rotation from				
		7:20 to 8:00AM	Reading Leadership Team	Team meeting notes	Team meeting notes	
		before school.		_	Ĭ	
		The Reading	Problem Solving Leadership			
		Leadership	Team			
		Team will meet				
		on the seventh				
		day to review				
		progress and data	How			
		to determine the				
		next steps.	Review PLC logs			
			Review team meeting notes			
		Grade level				
		teams meet				
		weekly and				
		follow the plan,				
		do, check, act				
		process for				
		instructional				
		units				
C CITCHING ON THIS I C + CITCHIN	012 Current	2013 Expected				
Goal #1:	evel :*	Level :*				
The percentage of teachers who						
somewhat agree or strongly						
agree that the teachers of this						
school meet on a regular basis to						
discuss student learning, share						
best practices, problem solve, and develop lessons that improve						
student performance will maintain						
at 98%.						
at 70/0.						
	2007	0007				
	<b>98%</b>	98%				
	~ , <del>u</del>	, •		I	I	

1.2.	2. 1.2.	1.2.	1.2.	1.2.	
	ot all staff The Problem Solv Embers are Leadership Team	ving Who will build	PLC logs	PLC logs	
train parti	ined in PLC capacity within -Fricipation and that participants v	PLCs so Administration will fully	PSLT logs	PSLT logs	
impl	plementation. participate in the passume more resp	process and Reading Leadership Team ponsibility	Team meeting notes	Team meeting notes	
are n	LC Facilitators for leadership. not all trained lead PLC.	Problem Solving Leadership Team			
		How			
		Review PLC logs			
		Review team meeting notes			
1.3.	1.3.	1.3.	1.3.	1.3.	

### **Continuous Improvement Goals Professional Development**

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

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

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)

EET Training on Domain 4 K-5

Principal

Training during a September

PLC and Team meeting participation

Administration

Intervention Design Training K-5

Troy Loker, Area School-wide

School-wide

6 District Resource

Teacher

faculty meeting Training during grade level PLC Monitor Intervention Plans

Administration, Leadership Team

## 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		How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

	1.1.	1.1.	1.1.	1.1.	1.1.	
proficient in Listening/						
Speaking.						
	See ELL					
	Reading					
	Goal 5C.1					
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
The percentage of students scoring						
The percentage of students scoring proficient on the 2013 CELLA						
Listening/Speaking will increase from 44% to 47%.						
	44%					

		See ELL Reading Goal 5C.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 Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See ELL Reading					
	Goal 5C.1					

The percentage of students scoring proficient on the 2013 CELLA Reading will increase from 30 % to 33%.						
	33%					
		See ELL Reading Goal 5C.2	2.2.	2.2.	2.2.	2.2.
			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		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See ELL					
	Reading					
	Goal 5C.1					
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing:					
The percentage of students scoring						
The percentage of students scoring proficient on the 2013 CELLA Writing will increase from 27 % to 30%.						

30%					
	2.2. See ELL Reading	2.2.	2.2.	2.2.	2.2.
	Goal 5C.2				
	2.3	2.3	2.3	2.3	2.3

# 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 Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Teachers need to integrate math, science and technology throughout the curriculum.	the importance of integrating math, science and technology throughout their lessons.  -Teachers need further instruction on including technology-based projects in their plans.  -Finding common planning time is difficult.	and science will increase through integration of technology-based projects and/or presentations within the curriculum.	review lesson plans -PLCs will develop grade level project rubrics	rubrics	-Teachers will evaluate projects using grade level rubricsStudents will self-evaluate using the grade level rubrics.  -2x per Year  District baseline and mid-year tests  During the Grading Period  Pre, mid, end of unit, chapter, and intervention checks
	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.

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		
		PLC Leader		meetings)		
5E Instructional Model	K-5	District Trainer	School-wide	January	Implement and monitor instructional practice	Administration
Differentiated Instruction	K-5	PLC Leaders	Grade Level PLCs, Team Meetings	On-going	Administrative Team	Administration
Integrating Technology in th Curriculum	ne K-5	Pam Tanner, Technology Teacher	School-wide	On-going	Monitor number of integrated math, science and technology projects and presentations	, Administration

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Expose students to a variety of careers and the preparation required for each specific career.	from limited backgrounds and financial resources are unaware of the opportunities available to them.  -Finding presenters to come share their careers is difficult.	representatives from different careers to speak with students on an on-going basis to increase student awareness of possible career opportunities.	-Administration	Monitor student participation and variety of careers involved in short-term and long-term projects.	-Log the number of students and variety of career projectsCareer awareness inventory
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

## **CTE Professional Development**

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	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)	Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Establish a Career Committee K	(-5	Guidance Counselor	School-wide	On-going	Career Committee minutes	Administration
						Guidance counselor

End of CTE Goal(s)

### **Differentiated Accountability**

#### School-level Differentiated Accountability (DA) Compliance

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

School		
Differentiated		
Accountability		
Status		
Priority	□Focus	□Prevent

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

### **School Advisory Council (SAC)**

SAC Membership Compliance

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

□ Yes No

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
Parent Involvement Plan Goals	Child care during all SAC meetings in a teacher's classroom (the teacher gets to order \$100.00 worth of classroom supplies.) Parents have a safe environment for their children so they can attend SAC meetings.	\$100.00	

Science Goal 1.1.	Dover Science Fair Awards	\$100.00	
Attendance Goal1.1.	Transportation for 5th Grade Turkey Creek Middle school Orientation	\$200.00	
Reading Goal 1.3.	Mini-grants for Teachers	\$1,000.00	
Reading goal 1.1.	Media Center Supplies	\$284.80	
Final Amount Spent	\$1,684.80		