FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Cahoon Elementary Magnet School of Animal Science	District Name: Hillsborough
Principal: Joanne Griffiths	Superintendent: Mary Ellen Elia
SAC Chair: Jill Henofer	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Joanne Griffiths	M.Ed Ed. Leadership Certification	4	9	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP
Assistant Principal	Shelby-Roxanne Young	Ed.S. M.Ed. Ed. Leadership Certification	2	5	11/12 A

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Miller	Elementary Education	13	9	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP
Math	Jane Wells	Elementary Education Early Childhood Education ESOL Endorsement Gifted Endorsement	8	8	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP
Writing	Kahne Haynes	Elementary Education Primary Education ESOL Endorsement	7	9	11/12 A 10/11 A 100% AYP 09/10 A 95% AYP 08/09 A 90% AYP

Highly Qualified Teachers

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

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

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

Provide the strategies that are being implemented to support the staff in becoming highly effective
Depending on the needs of the teacher, one or more of the following strategies are implemented.
<u>Administrators</u>
Meet with the teachers four times per year to discuss progress on:
Preparing and taking the certification exam
Completing classes need for certification
Provide substitute coverage for the teachers to observe other teachers
Discussion of what teachers learned during the observation(s)
Academic Coach
• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis
Subject Area Leader/PLC
• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	8% (3)	54% (20)	27% (10)	8% (4)	27% (10)	97% (36)	0% (0)	(1)	(24)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michelle Perez-Reinaldo	Jessica Ellis Brittany Campion Amanda Carranza Zintha Ramos Wilfredo Quintana Matthew Brady	Ms. Perez-Reinaldo is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, coteaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

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

Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Joanne Griffiths, Principal

Shelby-Roxanne Young, Assistant Principal

Estelle Patrick, School Psychologist/Behavior Team Representative

John Hinze, Guidance Counselor/Attendance Committee Representative

Tracee Phillips, Social Worker/Attendance Committee Representative

Jennifer Miller, Reading Coach

Kahne Haynes, Language Arts Resource Teacher

Jane Wells, Math/Science Resource Teacher

Jessica Hildenbrand, Lead Teacher

Julie Huitt, Gifted Resource

Shelly Fields, VE Teacher /Behavior Specialist

Wendy Carey, VE Teacher

Lisa Shawler, Kindergarten

Kathryn Edler, 2nd Grade

June Scanlon, 3rd Grade

Jill Henofer, 4th Grade

Jeslyn Daniels, 5th Grade

Derick Sheffler, AGP Vertical Team

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

The purpose of the core Leadership Team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make data-based educational decisions to guide instruction. The RtI team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

Our Leadership Team will be called the Problem Solving Leadership Team and will serve as the main leadership team of the school. The Problem Solving Team will meet twice a month and will utilize the MTSS problem solving model to:

Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)

Determine scheduling needs, curriculum and intervention resources

Review/interpret student data (Academic and Behavior)

Organize and support systematic data collection.

Strengthen the Tier 1 (core curriculum) instruction through the:

Implementation of PLCs

Use of school-based CIM Calendars, Mini Lessons and Mini Assessments

Common Assessments given every 6-9 weeks.

Implementation of research-based, scientifically validated instruction/interventions.

This year our MTSS/RtI team will focus on Differentiated Instructional practices planning, implementing and overseeing the supplemental and intensive interventions for student progression in Tier 2 and Tier 3. The team will monitor interventions and data assessment in Tier 2 and Tier 3 and work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring strategies. In coordination and collaboration with other working committees such as the Reading Leadership Team, the MTSS/RtI Team will assist in the implementation and monitoring of the Differentiated Accountability Model and Identify professional development needs and resources.

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 School Advisory Council (SAC) Chair is a member of the Problem Solving Team. The Problem Solving Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 10-11 school year and during preplanning for 12-13.

The School Improvement Plan is the document that guides the work of the Problem Solving Team. The work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.

Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

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

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

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the grade level PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and collateral data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - o develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - 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) review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

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.

Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
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 Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Resource Teachers
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

- *A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)*	School Generated Database in Excel	PSLT/ ELP Facilitator
(see below) Ongoing Progress		
Monitoring (mini-assessments and		
other assessments from adopted		
curriculum resource materials)		
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Other Curriculum Based	School Generated Database in Excel	PSLT/PLCs
Measurement** (see below)		

*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.

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2009-2010 school year. PSLT members who attended the district level RtI trainings served as

consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation.

Describe plan to support MTSS.

Editor Note: This is a new question from the state.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Joanne Griffiths, Principal Shelby-Roxanne Young, Assistant Principal Jennifer Miller, Reading Coach Kahne Haynes, Language Arts Resource Teacher Anna Spry, Media Specialist

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

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

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

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

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

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

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first *two* measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. *Parents are provided with a letter from the Commissioner of Education, explaining the assessments*. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms *and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-*

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

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

N/A

*High Schools Only

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

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

N/A

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Read	ing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier		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 sco (Level 3-5).	J -		1.1. 1. Lack of Common Planning Time 2.Need to Identify	Tier 1 - The purpose of this strategy is to strengthen the	1.1. <u>Who</u> -Principal -Reading Coach	1.1. 1.1 CIM assessment data will be recorded in a course-specific	1.1. 3x per year - FAIR On-going Progress Monitoring in
Reading Goal #1: In grades 3-5 the percentage of Standard	2012 Current Level of Performance:*	of Performance:*	student needs 3. Need to Identify appropriate	reading comprehension will improve through teachers using The Reader's	-Language Arts Resource Teacher - Leadership Team	PLC data base (excel spread sheet).	comprehension
Curriculum students scoring at a Level 3 or higher on the 2012 FCAT Reading will increase from 68% to 72%		1270	interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building.	Instruction (DI) as a result of the problem-solving model. Tier 2 - Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices	How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool).	assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a	During the nine weeks - CIM Reading Skill assessments - District Formative Assessments - Chapter Tests - Teacher created tests
				teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15, Monday – Wednesday - All Teachers work with students	administration will meet with teachers during monthly grade level data chats to monitor student progress and identify interventions.	minimum of once per nine weeks. First Nine Week Check Operational FAIR PRS Scores (Students have a 50% probability or higher of scoring at or above the 40% ile on SAT-10) Kindergarten: % Grade 1: % Grade 2: %	

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Intervention Groups and weeks.
Enrichment Groups. 6. During monthly data FAIR Reading
4. Weekly PLC's have an chats, teachers create data Comprehension
instructional focus each walls to monitor specific (Students scoring in the
week. PLC's include teacher Reading skills. Teachers 40%ile and above on Reading
professional development use this data to flexibly Comprehension)
opportunities such as group students for Grade 3: %
training and discussions of remediation and Grade 4: %
best practices. enrichment. Grade 5: %
5. Teachers instruct students
using the core curriculum, First Nine Week Check Second Nine Week Check
incorporating DI strategies Highly Functional Students showing proficiency
from their PLC discussions. 1. PLC logs turned into on the District Reading Test-
6. Teachers administer administration weekly. From 1:
Common Assessments for Administration provides Grade 3 –%
7.Based on the data, teachers throughs observing
discuss strategies that were Reader's Workshop. Pop-Second Nine Week Check
effective. Ins occur continuously. Operational
8. Based on the data, Administrators use the FAIR PRS Scores
teachers decide what skills HCPS Informal (Students have a 50%
need to be re-taught in a Observation Pop-In Form probability or higher of
whole-group lesson and (EET tool) report online. scoring at or above the 40%ile
decide what skills need to 3. Evidence of Reader's on SAT-10)
re-taught to targeted Workshop and CIM in Kindergarten:
students. teachers' lesson plans Grade 1:
9. Targeted students receive seen during Grade 2:
remediation in a variety of administration walk-
ways including the use of throughs. FAIR Readiong
technology. 4. Resource teachers meet Comprehension
10. Provide ELP and SES with teachers during (Students scoring in the
after-school tutoring on monthly grade level data 40%ile and above on Reading
Mondays and Wednesdays chats to monitor student Comprehension)
to remediate below-level progress and identify Grade 3:
students interventions. Grade 4:
5. Monitoring data was Grade 5:
reviewed at report card
meetings. Third Nine Week Check
6. Teachers updated data
walls to reflect student
progress. Teachers used
this to flexibly regroup
students for remediation
and enrichment.
and emicinion.

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			Second Nine Week Check		
			HIghly Functional		
			1. PLC logs turned into		
			administration weekly.		
			Administration provides		
			feedback.		
			2. Classroom walk-		
			throughs observing		
			Reader's Workshop. Pop-		
			Ins occur continuously.		
			Administrators use the		
			HCPS Informal		
			Observation Pop-In Form	•	
			(EET tool) report online.		
			Evidence of strategy in		
			teachers' lesson plans		
			seen during		
			administration walk-		
			throughs.		
			4. Resource teachers and		
			administration meet with		
			teachers during monthly		
			grade level data chats to		
			monitor student progress		
			and identify interventions		
			5. Monitoring data was		
			reviewed at report card		
			meetings.		
			6. Teachers accessed a		
			variety of data (FAIR,		
			previous year's		
			standardized test scores,		
			and common assessments		
			within their classrroms) to]	
			update data walls and		
			reform intervention		
			groups.		
			Third Nine Week Check		
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement			Who and how will the	How will the evaluation tool data	
for the following group:			fidelity be monitored?	be used to determine the	
				effectiveness of strategy?	

2. FCAT 2.0: Students scor	ing Achievem	ent Levels 4 or 5	2.1.	2.1.	2.1.	2.1.	2.1.
in reading.		.0110 20 (015 1 01 0	 Lack of Common 	Tier 1 - The purpose of this	Who	CIM assessment data will be	3x per year
in reading.			Planning Time	strategy is to strengthen the	-Principal	recorded in a course-specific	- FAIR On-going Progress
Reading Goal #2:	2012 Current	2013 Expected Level	2.Need to Identify	core curriculum. Students'	-Reading Coach	PLC data base (excel spread	Monitoring in
	Level of		student needs	reading comprehension will	-Language Arts Resource	sheet).	comprehension
In grades 3-5 the	Performance:*		Need to Identify	improve through teachers	Teacher	,	•
	270/	100/	appropriate	using The Reader's	- Leadership Team	PLC's will review FAIR	
percentage of Standard	37%	40%	interventions	Workshop Model, the Core	_	assessments to monitor	During the nine weeks
Curriculum students			4. Need Time to work	Continuous Improvement	How	strengths, weaknesses and	- CIM Reading Skill
scoring at a Level 4 or			with intervention	Model (C-CIM), and	1. PLC logs turned into	student growth.	assessments
higher on the 2012 FCAT			Groups	providing Differentiated	administration.		- District Formative
Reading will increase			Need additional	Instruction (DI) as a result	Administration provides	Teachers will share data with	Assessments
\mathbf{c}			Professional	of the problem-solving	feedback.	the Problem Solving	- Chapter Tests
from 37% to 40%.			Development in core	model.	2. Classroom walk-	Leadership Team	- Teacher created tests
			curriculum and		throughs observing	representatives. The Problem	
			Reading strategy/skill	Tier 2 -	Reader's Workshop.	Solving Leadership	
			building.	Action Steps	Administrators will use	Team/Reading Leadership	
				1. Arrange Master Schedule		Team will review assessment	
				for teachers to have common	Observation Pop-In Form	data for positive trends at a	
				planning time in order to	(EET tool).	minimum of once per nine	
					3. Evidence of Reader's	weeks.	
				2. Morning Data Chats -	Workshop in teachers'		
				7:30 - 8:15 - Homeroom	lesson plans seen during	First Nine Week Check	
				teachers meet with Grade	administration walk-	Operational	
				Level colleagues and	throughs.	FAIR PRS Scores	
				Content Area Resource		(Students have a 50%	
				Teachers monthly to analyze		probability or higher of	
					with teachers during	scoring at or above the 40% ile	
				and create intervention		on SAT-10)	
				groups.	chats to monitor student	Kindergarten: %	
				3. School-wide Intervention	progress and identify	Grade 1: %	
				Groups from 1:45 - 2:15,	interventions.	Grade 2: %	
				Monday – Wednesday - All			
				Teachers work with students	-	FAIR Readiong	
				in Small Reading	weeks.	Comprehension	
					6. During monthly data	(Students scoring in the	
				Enrichment Groups.			
				4. Weekly PLC's have an	walls to monitor specific	Comprehension)	
					Reading skills. Teachers	Grade 3: %	
				week. PLC's include teacher		Grade 4: %	
					group students for	Grade 5: %	
				opportunities such as	remediation and		
				<u> </u>	enrichment.	Students showing proficiency	
				best practices.	E' AN' WALCO	on the District Reading Test-	
					First Nine Week Check	Form A:	
				using the core curriculum,	Highly Functional	Grade 3:	

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			T	I	
				Grade 4:	
		from their PLC discussions.		Grade 5:	
		6. Teachers administer	Administration provides		
		Common Assessments for	feedback.	Second Nine Week Check	
		ongoing progress	2. Classroom walk-	Operational	
				FAIR PRS Scores	
		7.Based on the data, teachers			
				probability or higher of	
		effective.		scoring at or above the 40% ile	
		8. Based on the data,		on SAT-10)	
			Observation Pop-In Form		
		need to be re-taught in a		Grade 1:	
		whole-group lesson and		Grade 2:	
			Workshop and CIM in	Grade 2.	
				FAIR Readiong	
			seen during	Comprehension	
			administration walk-		
				(Students scoring in the	
				40% ile and above on Reading	
			4. Resource teachers meet		
				Grade 3:	
				Grade 4:	
				Grade 5:	
			progress and identify		
			interventions.	Third Nine Week Check	
			Monitoring data was		
			reviewed at report card		
			meetings.		
			6. Teachers updated data		
			walls to reflect student		
			progress. Teachers used		
			this to flexibly regroup		
			students for remediation		
			and enrichment.		
			Second Nine Week Check		
			HIghly Functional		
			1. PLC logs turned into		
			administration weekly.		
			Administration provides		
			feedback.		
			2. Classroom walk-		
			throughs observing		
			Reader's Workshop. Pop-		
			Ins occur continuously.		
			Administrators use the		
			HCPS Informal		

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					-		
					Observation Pop-In Form		
					(EET tool) report online.		
					3. Evidence of strategy in		
					teachers' lesson plans		
					seen during		
					administration walk-		
					throughs.		
					4. Resource teachers and		
					administration meet with		
					teachers during monthly		
					grade level data chats to		
					monitor student progress		
					and identify interventions.		
					5. Monitoring data was		
					reviewed at report card		
					meetings.		
					6. Teachers accessed a		
					variety of data (FAIR,		
					previous year's		
					standardized test scores,		
					and common assessments		
					within their classrroms) to		
					,		
					update data walls and		
					reform intervention		
					groups.		
					Third Nine Week Check		
D 1 4 1 1 6 4 1	. 1: 1 .	1 0	4 41 1 1 ID 1	Gt. 4	Et litte Cl. 1	Ct. 1 D.1 Cl. 1	Gt I (F I t' F I
Based on the analysis of studer			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify an	ld define areas in r llowing group:	ieed of improvement			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the	
for the fo	mowing group.				lidenty be monitored?	effectiveness of strategy?	
2 ECAT 2 0 D-1-4-6	J 4 1 .	T	3.1.	3.1.	3.1.	3.1.	3.1.
3. FCAT 2.0: Points for stu	idents making	Learning Gains	1. Lack of Common	Strategy 1.1	Who		3x per year
in reading.			Planning Time	Tier 1 - The purpose of this	-Principal	recorded in a course-specific	- FAIR On-going Progress
D 11 G 1 112	2012 G		2.Need to Identify	strategy is to strengthen the		PLC data base (excel spread	Monitoring in
Reading Goal #3:	2012 Current		•				
	Level of		student needs	core curriculum. Students'	-Language Arts Resource	Sileet).	comprehension
In grades 3-5, the	Performance:*		3. Need to Identify		Teacher	DIC: II : EAD	
percentage of All	78%	80%	appropriate	improve through teachers	- Leadership Team	PLC's will review FAIR	<u> </u>
Curriculum students	/ O 70	OU 70	interventions	using The Reader's	L		During the nine weeks
			4. Need Time to work	Workshop Model, the Core		strengths, weaknesses and	- CIM Reading Skill
making learning gains on			with intervention	Continuous Improvement	1. PLC logs turned into	student growth.	assessments
the 2012 FCAT Reading			Groups	Model (C-CIM), and	administration.		- District Formative
will increase from 78%			Need additional	providing Differentiated	Administration provides	Teachers will share data with	Assessments
			Professional	Instruction (DI) as a result	feedback.	the Problem Solving	- Chapter Tests
to 80%.			Development in core	of the problem-solving	2. Classroom walk-	Leadership Team	- Teacher created tests
			curriculum and	model.	throughs observing	representatives. The Problem	
I		1	** **	I .		1 4	

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Reading strategy/skill	Tion 2	Reader's Workshop.	Solving Leadership
	<u>Tier 2 -</u> Action Steps	Administrators will use	
building.			Team/Reading Leadership
		the HCPS Informal	Team will review assessment
			data for positive trends at a
	planning time in order to	(EET tool).	minimum of once per nine
	discuss best practices	3. Evidence of Reader's	weeks.
	2. Morning Data Chats -	Workshop in teachers'	
	7:30 - 8:15 - Homeroom	lesson plans seen during	First Nine Week Check
	teachers meet with Grade	administration walk-	Operational
	Level colleagues and	C	FAIR PRS Scores
	Content Area Resource		(Students have a 50%
	Teachers monthly to analyze		probability or higher of
	data, identify student needs	with teachers during	scoring at or above the 40% ile
	and create intervention	monthly grade level data	on SAT-10)
	groups.	chats to monitor student	Kindergarten: %
	3. School-wide Intervention	progress and identify	Grade 1: %
	Groups from 1:45 - 2:15,	interventions.	Grade 2: %
	Monday – Wednesday - All	5. Monitoring data will be	
	Teachers work with students	reviewed every nine	FAIR Readiong
	in Small Reading	weeks.	Comprehension
	Intervention Groups and	6. During monthly data	(Students scoring in the
	Enrichment Groups.		40%ile and above on Reading
	4. Weekly PLC's have an		Comprehension)
	instructional focus each		Grade 3: %
		use this data to flexibly	Grade 4: %
	professional development	group students for	Grade 5: %
	opportunities such as	remediation and	
	training and discussions of	enrichment.	Students showing proficiency
	best practices.		on the District Reading Test-
		First Nine Week Check	From 1:
		Highly Functional	Grade 3 –%
	incorporating DI strategies		Grade 4 –%
			Grade 5 –%
	6. Teachers administer	Administration provides	
	Common Assessments for	feedback.	Second Nine Week Check
	ongoing progress	2. Classroom walk-	Operational Operational
	monitoring.		FAIR PRS Scores
	7.Based on the data, teachers		
		Ins occur continuously.	probability or higher of
	effective.	Administrators use the	scoring at or above the 40%ile
	8. Based on the data,	HCPS Informal	on SAT-10)
	teachers decide what skills	Observation Pop-In Form	
	need to be re-taught in a		Grade 1:
	whole-group lesson and	3. Evidence of Reader's	Grade 2:
	decide what skills need to	Workshop and CIM in	
	re-taught to targeted		FAIR Readiong
	nc-taught to targeted	icachers lesson pians	I AIN Neautong

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 T		la i
students.	seen during	Comprehension
	administration walk-	(Students scoring in the
remediation in a variety of	throughs.	40%ile and above on Reading
ways including the use of	Resource teachers meet	
technology.	with teachers during	Grade 3:
10. Provide ELP and SES	monthly grade level data	Grade 4:
after-school tutoring on	chats to monitor student	Grade 5:
Mondays and Wednesdays	progress and identify	
to remediate below-level	interventions.	Third Nine Week Check
students.	5. Monitoring data was	
statelits.	reviewed at report card	
	meetings.	
	6. Teachers updated data	
	walls to reflect student	
	progress. Teachers used	
	this to flexibly regroup	
	students for remediation	
	and enrichment.	
	and emicinient.	
	Second Nine Week Check	
	Highly Functional	
	1. PLC logs turned into	
	administration weekly.	
	Administration provides	
	feedback.	
	2. Classroom walk-	
	throughs observing	
	Reader's Workshop. Pop-	
	Ins occur continuously.	
	Administrators use the	
	HCPS Informal	
	Observation Pop-In Form	
	(EET tool) report online.	
	3. Evidence of strategy in	
	teachers' lesson plans	
	seen during	
	administration walk-	
	throughs.	
	4. Resource teachers and	
	administration meet with	
	teachers during monthly	
	grade level data chats to	
	monitor student progress	
	and identify interventions.	
	Monitoring data was	
	reviewed at report card	

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					meetings. 6. Teachers accessed a variety of data (FAIR, previous year's standardized test scores, and common assessments within their classrroms) to update data walls and reform intervention groups. Third Nine Week Check		
Based on the analysis of studen	t achievement dat	ta, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify an for the fo	d define areas in n llowing group:	need of improvement		J. H. G.	Who and how will the	How will the evaluation tool data be used to determine the effectiveness of strategy?	2
4. FCAT 2.0: Points for stu	udents in Low	vest 25% making	4.1.	4.1.	4.1.	4.1.	4.1.
learning gains in reading.		ō	1. Lack of Common		<u>Who</u>	CIM assessment data will be	3x per year
rom ranng guana am a dudang.			Planning Time to	strategy is to strengthen the	-Principal	recorded in a course-specific	- FAIR On-going Progress
Reading Goal #4:	2012 Current	2013 Expected Level	monitor student	core curriculum. Students'	-Reading Coach	PLC data base (excel spread	Monitoring in
reading Gour ii 1.	Level of		progress, analyze	reading comprehension will	-Language Arts Resource	sheet).	comprehension
In grades 3-5, the	Performance:*		assessment data, and	improve through teachers	Teacher	,	•
		0001	group students	using The Reader's		PLC's will review FAIR	
percentage of All	84%	88%	according to needs.	Workshop Model, the Core	1	assessments to monitor	During the nine weeks
Curriculum students in	0.70	00 / 0	2.Need to Identify	Continuous Improvement	How	strengths, weaknesses and	- CIM Reading Skill
the bottom quartile			student needs	Model (C-CIM), and	1. PLC logs turned into	student growth.	assessments
			3. Need to Identify	providing Differentiated	administration.	student growth.	- District Formative
making learning gains on			appropriate		Administration provides	Teachers will share data with	Assessments
the 2012 FCAT Reading				of the problem-solving	-		
will increase from 84%			interventions		feedback.	the Problem Solving	- Chapter Tests
to 88%.			4. Need Time to work	model.		Leadership Team	- Teacher created tests
10 00%.			with intervention	l	throughs observing	representatives. The Problem	
			Groups		Reader's Workshop.	Solving Leadership	
			5. Need additional	1. Arrange Master Schedule		Team/Reading Leadership	
			Professional	for teachers to have common		Team will review assessment	
			Development in core	planning time in order to		data for positive trends at a	
			curriculum and	discuss best practices	(EET tool).	minimum of once per nine	
				2. Morning Data Chats -	3. Evidence of Reader's	weeks.	
			building.	7:30 - 8:15 - Homeroom	Workshop in teachers'		
			6.Lack of	teachers meet with Grade	lesson plans seen during	First Nine Week Check	
			understanding of when	Level colleagues and	administration walk-	Operational	
			and how to implement	Content Area Resource	throughs.		
				Teachers monthly to analyze		FAIR scores	
			the District pacing			(High Risk Students)	
			guide.			Kindergarten:	,
			Ĭ			Grade 1:	
				3. School-wide Intervention		Grade 2:	
				5. School-wide intervention	chais to momitor student	G144C 2.	

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Groups from 1:4	
	esday - All interventions. Grade 4:
	rith students 5. Monitoring data will be Grade 5:
in Small Reading	
Intervention Gro	
Enrichment Gro	
4. Weekly PLC'	
instructional foc	
week. PLC's inc	lude teacher Reading skills. Teachers Kindergarten:
professional dev	elopment use this data to flexibly Grade 1:
opportunities su	ch as group students for Grade 2: %
training and disc	ussions of remediation and Grade 3: %
best practices.	enrichment. Grade 4:
5.Teachers instru	ct students Grade 5:
using the core co	rriculum, First Nine Week Check
incorporating D	
from their PLC o	liscussions. 1. PLC logs turned into
6. Teachers adm	
Common Assess	ments for Administration provides
ongoing progres	feedback.
monitoring.	2. Classroom walk-
	ata, teachers throughs observing
discuss strategie	
effective.	Ins occur continuously.
8. Based on the	
teachers decide	
need to be re-tau	
whole-group les	
decide what skil	
re-taught to targ	
students.	teachers' lesson plans
9. Targeted stud	
remediation in a	
ways including t	
technology.	4. Resource teachers meet
10. Provide ELF	
after-school tuto	
Mondays and W	8.
to remediate bel	
students.	interventions.
students. 11. Through dat	
FCAT, baseline	· · · · · · · · · · ·
	,
classroom assess	
student performa	*
identify essentia	
benchmarks for	heir progress, reachers used

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		this to flexibly regroup	
		students for remediation	
		and enrichment.	
	. Based on the data, PLCs		
		Second Nine Week Check	
teac	ching the essential skills	HIghly Functional	
and	d/or standards covered in	1. PLC logs turned into	
the		administration weekly.	
		Administration provides	
		feedback.	
		2. Classroom walk-	
		throughs observing	
		Reader's Workshop. Pop-	
		Ins occur continuously.	
		Administrators use the	
		HCPS Informal	
		Observation Pop-In Form	
		(EET tool) report online.	
		3. Evidence of strategy in	
		teachers' lesson plans	
		seen during	
		administration walk-	
		throughs.	
		4. Resource teachers and	
		administration meet with	
		teachers during monthly	
		grade level data chats to	
		monitor student progress	
		and identify interventions.	
		5. Monitoring data was	
		reviewed at report card	
		meetings.	
		6. Teachers accessed a	
		variety of data (FAIR,	
		previous year's	
		standardized test scores,	
		and common assessments	
		within their classrroms) to	
		update data walls and	
		reform intervention	
		groups.	
	ļ	Third Nine Week Cheek	
		Third Nine Week Check	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Eva	luation Tool
Based on Ambitious but Achievab (AMOs), Reading and Math Performance		urable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable A Objectives (AMOs). In six yea achievement gap by 50%. Reading Goal #5:								
percentage of subgroup students by ethnicity will make the following gains in	an) not makin 2012 Current Level of Performance:* White: 81% Black: 55%	2013 Expected Level of Performance:* White: 85% Black: 59% Hispanic:76% Asian: American Indian:	progress, analyze assessment data, and group students according to needs. 2.Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini lessons within	strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using The Reader's Workshop Model, the Core Continuous Improvement Model (C-CIM), and providing Differentiated Instruction (DI) as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups. 3. School-wide Intervention Groups from 1:45 - 2:15,	-Language Arts Resource Teacher - Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing Reader's Workshop. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of Reader's Workshop in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during monthly grade level data chats to monitor student progress and identify	sheet). PLC's will review FAIR assessments to monitor strengths, weaknesses and student growth. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Operational FAIR scores (High Risk Students) Kindergarten: Grade 1: Grade 2: Grade 3:	5.A. 3x per year - FAIR On-go Monitoring in comprehensio During the nin - CIM Readin assessments - District Forr Assessments - Chapter Test - Teacher crea	ne weeks g Skill mative
				Monday – Wednesday - All Teachers work with students in Small Reading		Grade 4: Grade 5:		

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<u> </u>				
	Intervention Groups and		Second Nine Week Check	
	Enrichment Groups.	6. During monthly data	Operational	
	4. Weekly PLC's have an	chats, teachers create data	FAIR scores:	
	instructional focus each	walls to monitor specific	(High Risk Students)	
	week. PLC's include teacher	Reading skills. Teachers	Kindergarten:	
	professional development		Grade 1:	
	opportunities such as	group students for	Grade 2: %	
	training and discussions of	remediation and	Grade 3: %	
	best practices.	enrichment.	Grade 4:	
	5. Teachers instruct students		Grade 5:	
	using the core curriculum,	First Nine Week Check		
		Highly Functional	Third Nine Week Check	
		1. PLC logs turned into	<u>.</u>	
	6. Teachers administer	administration weekly.		
	Common Assessments for	Administration provides		
	ongoing progress	feedback.		
	monitoring.	2. Classroom walk-		
	7.Based on the data, teachers			
		Reader's Workshop. Pop-		
	effective.	Ins occur continuously.		
	8. Based on the data,	Administrators use the		
	teachers decide what skills	HCPS Informal		
	need to be re-taught in a	Observation Pop-In Form		
	whole-group lesson and	(EET tool) report online.		
	decide what skills need to	3. Evidence of Reader's		
	re-taught to targeted	Workshop and CIM in		
	students.	teachers' lesson plans		
		seen during		
	remediation in a variety of	administration walk-		
	ways including the use of	throughs.		
	technology.	4. Resource teachers meet		
	10. Provide ELP and SES	with teachers during		
	after-school tutoring on	monthly grade level data		
	Mondays and Wednesdays	chats to monitor student		
	to remediate below-level	progress and identify		
	students.	interventions.		
	11. Through data analysis of			
	FCAT, baseline data,	reviewed at report card		
		meetings.		
		6. Teachers updated data		
	student performance, PLCs	walls to reflect student		
	identify essential tested	progress. Teachers used		
	benchmarks for their	this to flexibly regroup		
	students that need	students for remediation		
	reinforcement and/or	and enrichment.		
	remediation.	and enrichment.		
	12. Based on the data, PLCs			

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	•	1	1	1	
			Second Nine Week Check		
			HIghly Functional		
		and/or standards covered in	1. PLC logs turned into		
		the core curriculum.	administration weekly.		
			Administration provides		
			feedback.		
			2. Classroom walk-		
			throughs observing		
			Reader's Workshop. Pop-		
			Ins occur continuously.		
			Administrators use the		
			HCPS Informal		
			Observation Pop-In Form		
			(EET tool) report online.		
			3. Evidence of strategy in		
			teachers' lesson plans		
			seen during		
			administration walk-		
			throughs.		
			4. Resource teachers and		
			administration meet with		
			teachers during monthly		
			grade level data chats to		
			monitor student progress		
			and identify interventions.		
			5. Monitoring data was		
			reviewed at report card		
			meetings.		
			6. Teachers accessed a		
			variety of data (FAIR,		
			previous year's		
			standardized test scores,		
			and common assessments		
			within their classrroms) to		
			update data walls and		
	1		reform intervention		
			groups.		
			Third Nine Week Check		
			Tima Nine week Check		
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement	Amucipated Darrier	Buaugy	Who and how will the	How will the evaluation tool data	Student Evaluation 1001
for the following subgroup:			fidelity be monitored?	be used to determine the	
			,	effectiveness of strategy?	
5B. Economically Disadvantaged students not making	5.B.	5.B.	5.B.		5.B.
satisfactory progress in reading.	1. Lack of Common	Tier 1 - The purpose of this	<u>Who</u>	CIM assessment data will be	3x per year
banstactory progress in reading.	I.				- •

Reading Goal #5B:	2012 Current	2013 Expected	Planning Time to	strategy is to strengthen the	-Principal	recorded in a course-specific	- FAIR On-going Progress
icading Goal #3D.	Level of	Level of	monitor student	core curriculum. Students'		PLC data base (excel spread	Monitoring in
In grades 3-5, the	Performance:*	Performance:*	progress, analyze	reading comprehension will			comprehension
	4.607	= 0.0.7	assessment data, and		Teacher		
percentage of economically	46%	50%		using The Reader's		PLC's will review FAIR	
disadvangated students				Workshop Model, the Core	1	assessments to monitor	During the nine weeks
making learning gains on			2.Need to Identify		How	strengths, weaknesses and	- CIM Reading Skill
the 2012 FCAT Reading			student needs	Model (C-CIM), and	1. PLC logs turned into	student growth.	assessments
will increase from 46% to					administration.		- District Formative
50%.					Administration provides	Teachers will share data with	Assessments
5070.						the Problem Solving	- Chapter Tests
			4. Need Time to work			Leadership Team	- Teacher created tests
			with intervention		throughs observing	representatives. The Problem	
			Groups		Reader's Workshop.	Solving Leadership	
			Need additional	1. Arrange Master Schedule		Team/Reading Leadership	
				for teachers to have common		Team will review assessment	
						data for positive trends at a	
			curriculum and	discuss best practices	(EET tool).	minimum of once per nine	
			0 03		3. Evidence of Reader's	weeks.	
			C		Workshop in teachers'		
					lesson plans seen during	First Nine Week Check	
					administration walk-	Operational	
				Content Area Resource Teachers monthly to analyze	throughs.	EAID	
					administration will meet	FAIR scores (High Risk Students)	
			guide.		with teachers during	Kindergarten:	
			_		monthly grade level data	Grade 1:	
				3. School-wide Intervention		Grade 2:	
					progress and identify	Grade 3:	
				Monday – Wednesday - All		Grade 4:	
				Teachers work with students			
					reviewed every nine	Sidde 3.	
					weeks.	Second Nine Week Check	
					6. During monthly data	Operational	
					chats, teachers create data		
						(High Risk Students)	
				week. PLC's include teacher		Kindergarten:	
				professional development	use this data to flexibly	Grade 1:	
					group students for	Grade 2: %	
					remediation and	Grade 3: %	
				best practices.	enrichment.	Grade 4:	
				5.Teachers instruct students		Grade 5:	
					First Nine Week Check		
					Highly Functional	Third Nine Week Check	
					 PLC logs turned into 		
				6. Teachers administer	administration weekly.		

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Common Assessments for	Administration provides
ongoing progress	feedback.
monitoring.	2. Classroom walk-
7.Based on the data, teachers	
discuss strategies that were	Reader's Workshop. Pop-
effective.	Ins occur continuously.
8. Based on the data,	Administrators use the
teachers decide what skills	HCPS Informal
need to be re-taught in a	Observation Pop-In Form
whole-group lesson and	(EET tool) report online.
decide what skills need to	3. Evidence of Reader's
re-taught to targeted	Workshop and CIM in
students.	teachers' lesson plans
9. Targeted students receive	seen during
remediation in a variety of	administration walk-
ways including the use of	throughs.
technology.	4. Resource teachers meet
10. Provide ELP and SES	with teachers during
after-school tutoring on	monthly grade level data
Mondays and Wednesdays	chats to monitor student
to remediate below-level	progress and identify
students.	interventions.
11. Through data analysis of	5. Monitoring data was
FCAT, baseline data,	reviewed at report card
classroom assessments and	meetings.
student performance, PLCs	6. Teachers updated data
identify essential tested	walls to reflect student
benchmarks for their	progress. Teachers used
students that need	this to flexibly regroup
reinforcement and/or	students for remediation
remediation.	and enrichment.
12. Based on the data, PLCs	
develop a CIM/calendar for	Second Nine Week Check
teaching the essential skills	HIghly Functional
and/or standards covered in	1. PLC logs turned into
the core curriculum.	administration weekly.
1	Administration provides
	feedback.
	2. Classroom walk-
	throughs observing
	Reader's Workshop. Pop-
	Ins occur continuously.
	Administrators use the
	HCPS Informal
	Observation Pop-In Form
	(EET tool) report online.

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	I	I			3. Evidence of strategy in		
					teachers' lesson plans		
					seen during		
					administration walk-		
					throughs.		
					4. Resource teachers and		
					administration meet with		
					teachers during monthly		
					grade level data chats to		
					monitor student progress		
					and identify interventions.		
					Monitoring data was		
					reviewed at report card		
					meetings.		
					6. Teachers accessed a		
					variety of data (FAIR,		
					previous year's		
					standardized test scores,		
					and common assessments within their classrroms) to		
					update data walls and		
					reform intervention		
					groups.		
					groups.		
					Third Nine Week Check		
					Time Time Time Check		
Based on the analysis of student ac	hievement data, a	and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and de	efine areas in need	d of improvement			Who and how will the	How will the evaluation tool data	
for the following	ng subgroup:				fidelity be monitored?	be used to determine the	
50 E-Pak I	(ELT)4	1.2	5C.1.	5C.1.	5C.1.	effectiveness of strategy? 5C.1.	5C.1.
5C. English Language Learne satisfactory progress in reading		making	JC.1.	JC.1.	JC.1.	JC.1.	JC.1.
Reading Goal #5C:	2012 Current	2013 Expected					
Keauling Goal #3C:	Level of	Level of					
No students in this category.	Performance:*	Performance:*					
	I	ĺ		l			
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

	1		
5C.3.	5C.3.	5C.3.	5C.3.
d Barrier Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
	be monitored?		
5D.1.	5D.1.	5D.1.	5D.1.
ng data and SWDs reading	Who	CIM assessment data will be	3x per year
			- FAIR On-going Progress
	PSLT		Monitoring in
		sheet).	comprehension
		DI CI III I EAD	
			Duning the nine weeds
-	•		During the nine weeks - CIM Reading Skill
		student growth	assessments
	-	student growth.	- District Formative
		Teachers will share data with	
	to check implementation		- Chapter Tests
accommodations.	of this specific strategy.	Leadership Team	- Teacher created tests
Every nine weeks the	Monitoring data will be		
General Ed and SWD			
		_	
		weeks.	
		First Nine Week Check	
report card) SWD students		operational	
		FAIR scores	
	of IEP's and intervention	(High Risk Students)	
the students' progress	reviewed during PSLT	Grade 1:	
		Grade 2:	
	meeting.		
		Grade 5:	
		Second Nine Week Charle	
	d Barrier 5D.1. SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP. Actions Steps 1. General ed. and SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. As a Professional Development activity in their PLCs, teachers discussimplementation of IEP	strategy Fidelity Check Who and how will the fidelity be monitored? 5D.1. SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP. Actions Steps 1. General ed. and SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. As a Professional Development activity in their PLCs, teachers discuss implementation of IEP strategies and modifications. 5. PLC teachers instruct students implementing IEP SD.1. Who Who HEP Progress Reports reviewed by administrationPSLT will identify and/or create a fidelity monitoring tool designed to check implementation of EP's and intervention plans. Monitoring data is reviewed during PSLT meetings and report card meeting. Second Nine Week Check Operational IEP Progress Reports reviewed during PSLT meetings and report card meeting. Second Nine Week Check Operational IEP Progress Reports reviewed by administrationPSLT created a fidelity monitoring tool designed to check implementation of IEP's and intervention plans. Monitoring data is reviewed during PSLT meetings and report card meeting. Second Nine Week Check Operational IEP Progress Reports	SD.1. SD.1. SD.1. SD.1. SD.1. SD.1. SD.1. Mho CIM assessment data will be effectiveness of strategy? SD.1. SD.1. Who comprehension will improve ructional education of the student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and SWD teacher reviews student's IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD student's vill receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. As a Professional Development activity in their PLCs, teachers discuss implementtation of IEP strategies and modifications. 5. PLC teachers instruct students implementation of IEP strategies and modifications. 5. PLC teachers instruct students implementing IEP rogress Reports reviewed by administration. First Nine Week Check Operational IEP Progress Reports reviewed a fidelity monitoring tool designed to check implementation of IEP strategies and modifications. 5. PLC teachers instruct students implementing IEP reviewed by administration. Figlibly Check Who and how will the fidelity be used to determine the effectiveness of strategy? D.1. Who CIM assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLC data base (excel spread sheet). PLC's will review FAIR assessments of the specific strategy. Monitoring data will be reviewed every nine weeks. First Nine Week Check Operational EEP Progress Reports reviewed by administration. FAIR scores: Grade 2: Grade 2: Grade 2: Grade 3: Grade 4: Strategy Data Check How CIM assessment data will be received in a course-specific PLC data base (excel spread sheet). PLC's will review FAIR assessments of the check implementation of this specific strategy. Monitoring data will be reviewed every nine weeks. First Nine Week Check Operational EEP Progress Reports reviewed by administration. FAIR scores: Gr

ka da	
accommodations. to check implementation Grade 1:	
6. At the end of the unit, of IEP's and intervention Grade 2:	
teachers give a common plans. Monitoring data is Grade 3:	
assessment identified from reviewed during PSLT Grade 4:	
the core curriculum material. meetings and report card Grade 5:	
7. Teachers bring SWD meeting.	
assessment data back to the Third Nine Week Check	
PLCs. Third Nine Week Check	
8. Based on the data,	
teachers discuss techniques	
that were effective for SWD	
students.	
9. Based on the data,	
teachers decide what skills	
need to re-taught to targeted	
students using DI	
techniques.	
10. Teachers provide	
Differentiated Instruction to	
targeted students	
(remediation and	
enrichment) in a variety of	
ways including the use of	
technology.	
11. Provide ELP and SES	
after-school tutoring on	
Mondays and Wednesdays	
to remediate and extend	
below-level students.	

Reading Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity										
			Please note that each Strategy does not	require a professional developmen	nt or PLC activity.						
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC Leader PD Participants (e.g., PLC, subject, grade level, or school-wide) PD Participants (e.g., Early Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitor meetings)						Person or Position Responsible for Monitoring					
Response to Intervention		Problem Solving Leadership Team (PSLT), Homeroom Teachers, ESE Teachers		Summer 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal					

Reading Assessment	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers		Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Reading Comprehension Strategies, Word Work, & various Reading Initiatives	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers		Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School			1 2	Problem-Solving 1		Student Achievement	t
"Guiding Questions", identify and	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 scor	ring proficien	t in mathematics	1.1.	1.1.	1.1.	1.1.	1.1.
(Level 3-5).	01		 Lack of Common 	Tier 1 - The purpose of this	<u>Who</u>	CIM assessment data will be	-3x Per Year
(20,010 0)			Planning Time to		Principal		District Baseline and Mid-
Mathematics Goal #1:	2012 Current		monitor student	core curriculum. Students'	Math Resource Tchr	PLC data base (excel spread	Year Testing
In grades 3-5 the	<u>Level of</u>	of Performance:*	progress, analyze	reading comprehension will	Leadership Team	sheet).	
C	Performance:*		assessment data, and	improve through teachers			
percentage of Standard	500 /	<i>(50/</i>	group students	using the Core Continuous			During Nine Weeks
	58%	65%	according to needs.	Improvement Model	1. PLC logs turned into	assessments and chart the	Chapter Tests
scoring at a Level 3 or			2.Need to Identify		administration.		Benchmark mini
higher on the 2012 FCAT			student needs		Administration provides	students reaching at least 80%	assessments
Math will increase from			3. Need to Identify		feedback.	mastery on units of	
			appropriate		2. Classroom walk-	instruction.	
58% to 65%			interventions		throughs observing this		
			4. Need Time to work		strategy. Administrators	Teachers will share data with	
			with intervention		will use the HCPS	the Problem Solving	
			Groups	1. Arrange Master Schedule		Leadership Team	
			Need additional	for teachers to have common		representatives. The Problem	
			Professional			Solving Leadership Team will	
					teachers' lesson plans	review assessment data for	
					seen during	positive trends at a minimum	
			<i>C C C C C C C C C C</i>		administration walk-	of once per nine weeks.	
			6.Lack of		throughs.		
			understanding of when		4. Resource teachers and	First Nine Week Check	
					administration will meet	Operational	
				Teachers monthly to analyze		Grade 3, 4, and 5 District	
					weekly grade level data	Form Tests Form A:	
			guide.		chats to monitor student	Grade 3: %	
					progress and identify	Grade 4: %	
					interventions.	Grade 5: %	
					Monitoring data will be		
		1		week. PLC's include teacher		Second Nine Week Check	
					weeks.	Highly Functional	
				TT	6. Teachers create and	Students showed increases on	
		1				the Grade 3, 4, and 5 District	
				1	to Student Math skills.	Form Tests from Form A to	
				4.PLC teachers instruct	Teachers use this to	Form B.	

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	L. 1. (d	G 71	C 1 2 0/	
		flexibly group students for		
	curriculum, incorporating DI		Grade 4: %	
		enrichment.	Grade 5: %	
	discussions.			
		First Nine Week Check	Third Nine Week Check	
	Common Assessments in	Highly Functional		
	order to review data and	 PLC logs turned into 		
	provide school-wide	administration weekly.		
		Administration provides		
	6.Based on the data, teachers			
		2. Classroom walk-		
	effective.	throughs observing this		
		strategy. Administrators		
	teachers a) decide what	will use the HCPS		
	skills need to be re-taught in	Informal Observation		
		Pop-In Form (EET tool)		
	class, b) decide what skills	to report online.		
	need to be moved to mini-	3. Evidence of strategy in		
		teachers' lesson plans		
	whole class and c) decide	seen during		
	what skills need to re-taught	administration walk-		
		throughs.		
		4. Resource teachers and		
		administration meet with		
		teachers during weekly		
		grade level data chats to		
		monitor student progress		
		and identify interventions.		
		5. Monitoring data was		
		reviewed at report card		
		meetings.		
		6. Teachers created and		
		reviewed Data walls		
		specific to Student Math		
		skills. Teachers use this to		
		flexibly group students for		
		remediation and		
		enrichment.		
		Second Nine Week Check		
		Highly Functional		
		1. PLC logs turned into		
		administration weekly.		
		Administration provides		
		feedback.		
		2. Classroom walk-		
		throughs observing this		
		unoughs observing this		

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					strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check		
Based on the analysis of studen "Guiding Questions", identify an for the fo			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scor	ing Achievem	ont Lovole 4 or 5	2 1	2.1.	2.1.	2.1.	2.1.
in mathematics.	ing Acineven		1. Lack of Common Planning Time to	Tier 1 - The purpose of this	Who Principal	CIM assessment data will be	
Mathematics Goal #2:	2012 Current Level of	of Performance:*	monitor student progress, analyze	reading comprehension will	Math Resource Tchr Leadership Team	PLC data base (excel spread sheet).	Year Testing
In grades 3-5 the	Performance:*		assessment data, and	improve through teachers	Haw.	DI Ca vvill mavicani i	Duning Ning W1
percentage of Standard	32%	35%	group students according to needs.	using the <u>Core Continuous</u> <u>Improvement Model</u>	How 1. PLC logs turned into	PLCs will review unit assessments and chart the	During Nine Weeks Chapter Tests
Curriculum students	24 / U	00/0	2.Need to Identify	(C-CIM) with core	administration.		Benchmark mini
scoring at a Level 4 or			student needs	curriculum and providing	Administration provides	students reaching at least 80%	
higher on the 2012 FCAT			3. Need to Identify	Differentiated Instruction	feedback.	mastery on units of	
Math will increase from			appropriate	(DI) as a result of the	2. Classroom walk-	instruction.	
32% to 35%.			interventions	problem-solving model.	throughs observing this		
52/0 to 55/0.			4. Need Time to work		strategy. Administrators	Teachers will share data with	

 · ·	_			
with intervention	Action Steps	will use the HCPS	the Problem Solving	
Groups	1. Arrange Master Schedule		Leadership Team	
Need additional	for teachers to have common		representatives. The Problem	
Professional	planning time in order to		Solving Leadership Team will	
Development in core	discuss best practices	teachers' lesson plans	review assessment data for	
curriculum and Math	2. Morning Data Chats -	seen during	positive trends at a minimum	
strategy/skill building.	7:30 - 8:15 - Homeroom	administration walk-	of once per nine weeks.	
6.Lack of	teachers meet with Grade	throughs.		
understanding of when	Level colleagues and	4. Resource teachers and	First Nine Week Check	
and how to implement		administration will meet	Operational	
		with teachers during	Grade 3, 4, and 5 District	
the District pacing		weekly grade level data	Form Tests Form A:	
guide.	and create intervention	chats to monitor student	Grade 3: %	
S	groups	progress and identify	Grade 4: %	
	C 1	interventions.	Grade 5: %	
	instructional focus each	5. Monitoring data will be		
	week. PLC's include teacher		Second Nine Week Check	
	professional development	weeks.	Highly Functional	
	opportunities such as	6. Teachers create and	Students showed increases on	
			the Grade 3, 4, and 5 District	
	best practices.	to Student Math skills.	Form Tests from Form A to	
	4. PLC teachers instruct	Teachers use this to	Form B.	
	students using the core	flexibly group students for		
	curriculum, incorporating DI		Grade 4: %	
	strategies from their PLC	enrichment.	Grade 5: %	
	discussions.	em temment.	Grade 5. 70	
	5. Teachers administer	First Nine Week Check	Third Nine Week Check	
	Common Assessments in	Highly Functional	THIRD TVINE WEEK CHEEK	
	order to review data and	1. PLC logs turned into		
	provide school-wide	administration weekly.		
	assistance.	Administration provides		
	6. Based on the data,	feedback.		
	teachers discuss strategies	2. Classroom walk-		
	that were effective.	throughs observing this		
	7. Based on the data,	strategy. Administrators		
	teachers a) decide what	will use the HCPS		
	skills need to be re-taught in			
		Pop-In Form (EET tool)		
	class, b) decide what skills	to report online.		
	need to be moved to mini-	3. Evidence of strategy in		
	lessons or re-teach for the	teachers' lesson plans		
	whole class and c) decide	seen during		
	what skills need to re-taught			
	to targeted students.	throughs.		
	8. Teachers provide	4. Resource teachers and		
	Differentiated Instruction to	administration meet with		

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			•	
		targeted students	teachers during weekly	
		(remediation and	grade level data chats to	
		enrichment) in a variety of	monitor student progress	
		ways including the use of	and identify interventions.	
		technology.	Monitoring data was	
			reviewed at report card	
			meetings.	
			6. Teachers created and	
			reviewed Data walls	
			specific to Student Math	
			skills. Teachers use this to	
			flexibly group students for	
			remediation and	
			enrichment.	
			Second Nine Week Check	
			Highly Functional	
			1. PLC logs turned into	
			administration weekly.	
			Administration provides	
			feedback.	
			Classroom walk-	
			throughs observing this	
			strategy. Administrators	
			will use the HCPS	
			Informal Observation	
			Pop-In Form (EET tool)	
			to report online.	
			3. Evidence of strategy in	
			teachers' lesson plans	
			seen during	
			administration walk-	
			throughs.	
			4. Resource teachers and	
			administration meet with	
			teachers during weekly	
			grade level data chats to	
			monitor student progress	
			and identify interventions.	
			Monitoring data was	
			reviewed at report card	
			meetings.	
			6. Teachers created and	
			reviewed Data walls	
			specific to Student Math	
			skills. Teachers use this to	
			omino. Teachers ase this to	

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		. ,	_				
					flexibly group students for		
					remediation and		
					enrichment.		
					Third Nine Week Check		
Based on the analysis of studen			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
	"Guiding Questions", identify and define areas in need of improvement				Who and how will the	How will the evaluation tool data	
for the fol	lowing group:				fidelity be monitored?	be used to determine the	
						effectiveness of strategy?	-
3. FCAT 2.0: Points for stu	ıdents makinş	g learning gains	3.1.	3.1.	3.1.	3.1.	3.1.
in mathematics.			1. Lack of Common		Who	CIM assessment data will be	
			Planning Time to		Principal	recorded in a course-specific	- FAIR On-going Progress
Mathematics Goal #3:	2012 Current		monitor student	core curriculum. Students'	Math Resource Tchr		Monitoring in
In grades 3-5, the	Level of		progress, analyze		Leadership Team	sheet).	comprehension
percentage of All	Performance:*		assessment data, and	improve through teachers			
percentage of All	((0/	700/	group students	using the Core Continuous		PLCs will review unit	
	66%	70%	according to needs.	Improvement Model	1. PLC logs turned into	assessments and chart the	During the nine weeks
making learning gains on			2.Need to Identify	(C-CIM) with core	administration.	increase in the number of	- CIM Reading Skill
the 2012 FCAT Math			student needs	curriculum and providing	Administration provides	students reaching at least 80%	assessments
will increase from 66% to			Need to Identify	Differentiated Instruction	feedback.	mastery on units of	- District Formative
			appropriate	(DI) as a result of the	2. Classroom walk-	instruction.	Assessments
70%.			interventions	problem-solving model.	throughs observing this		- Chapter Tests
			4. Need Time to work		strategy. Administrators	Teachers will share data with	- Teacher created tests
			with intervention	Action Steps	will use the HCPS	the Problem Solving	
			Groups	1. Arrange Master Schedule		Leadership Team	
			Need additional	for teachers to have common	Pop-In Form (EET tool)	representatives. The Problem	
			Professional	planning time in order to	3. Evidence of strategy in	Solving Leadership Team will	
			Development in core	discuss best practices	teachers' lesson plans	review assessment data for	
			curriculum and Math	2. Morning Data Chats -	seen during	positive trends at a minimum	
			strategy/skill building.	7:30 - 8:15 - Homeroom	administration walk-	of once per nine weeks.	
			6.Lack of	teachers meet with Grade	throughs.	•	
			understanding of when	Level colleagues and	4. Resource teachers and	First Nine Week Check	
			_	Content Area Resource	administration will meet	Operational	
				Teachers monthly to analyze		Grade 3, 4, and 5 District	
					weekly grade level data	Form Tests Form A:	
			guide.	and create intervention	chats to monitor student	Grade 3: %	
			C		progress and identify	Grade 4: %	
					interventions.	Grade 5: %	
					5. Monitoring data will be		
				week. PLC's include teacher		Second Nine Week Check	
					weeks.	Highly Functional	
				opportunities such as	6. Teachers create and	Students showed increases on	
						the Grade 3, 4, and 5 District	
				best practices.		Form Tests from Form A to	
				4.PLC teachers instruct	Teachers use this to	Form B.	
					flexibly group students for		
				stadents using the core	group students for	5. 70	

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		curriculum, incorporating DI		Grade 4: %	
		strategies from their PLC	enrichment.	Grade 5: %	
		discussions.			
			First Nine Week Check		
			Highly Functional	Third Nine Week Check	
		order to review data and	1. PLC logs turned into		
		provide school-wide	administration weekly.		
		assistance.	Administration provides		
		Based on the data, teachers			
			2. Classroom walk-		
		effective.	throughs observing this		
		7. Based on the data,	strategy. Administrators		
		teachers a) decide what	will use the HCPS		
		skills need to be re-taught in			
			Pop-In Form (EET tool)		
		class, b) decide what skills	to report online.		
		need to be moved to mini-	3. Evidence of strategy in		
		lessons or re-teach for the	teachers' lesson plans		
			seen during		
		what skills need to re-taught	administration walk-		
		to targeted students.	throughs.		
		8. Teachers provide	4. Resource teachers and		
			administration meet with		
		targeted students	teachers during weekly		
		(remediation and	grade level data chats to		
		enrichment) in a variety of	monitor student progress		
		ways including the use of	and identify interventions.		
		technology.	5. Monitoring data was		
		9. Provide ELP and SES	reviewed at report card		
		after-school tutoring on	meetings.		
		Mondays and Wednesdays	6. Teachers created and		
		to remediate and extend	reviewed Data walls		
		below-level students.	specific to Student Math		
			skills. Teachers use this to		
			flexibly group students for		
			remediation and		
			enrichment.		
			Second Nine Week Check		
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement			Who and how will the	How will the evaluation tool data	
for the following group:			fidelity be monitored?	be used to determine the	
				effectiveness of strategy?	

4. FCAT 2.0: Points for stu	idents in Low	est 25% making	4.1.	4.1.	4.1.	4.1.	4.1.
learning gains in mathema		est 25 /0 making	1. Lack of Common		Who	CIM assessment data will be	
lear ming gams in mathema	iics.				Principal		District Baseline and Mid-
Mathematics Goal #4:	2012 Current					PLC data base (excel spread	Year Testing
In grades 3-5, the	Level of		progress, analyze	reading comprehension will	Leadership Team	sheet).	C
	Performance:*			improve through teachers	•	,	
percentage of All			group students	using the Core Continuous	How	PLCs will review unit	During Nine Weeks
Curriculum students in	57%	60%	according to needs.	Improvement Model	1. PLC logs turned into	assessments and chart the	Chapter Tests
the bottom quartile	0,,0	00,0	2.Need to Identify		administration.	increase in the number of	Benchmark mini
making learning gains on					Administration provides	students reaching at least 80%	assessments
the 2012 FCAT Math						mastery on units of	
			11 1		2. Classroom walk-	instruction.	
will increase from 57% to					throughs observing this		
60%.			4. Need Time to work		strategy. Administrators	Teachers will share data with	
					will use the HCPS	the Problem Solving	
			Groups	Arrange Master Schedule		Leadership Team	
				for teachers to have common		representatives. The Problem	
						Solving Leadership Team will	
					teachers' lesson plans	review assessment data for	
					seen during	positive trends at a minimum	
						of once per nine weeks.	
					throughs.		
			understanding of when			First Nine Week Check	
						Operational	
				Teachers monthly to analyze		Grade 3, 4, and 5 District	
					weekly grade level data chats to monitor student	Form Tests Form A: Grade 3: %	
			guide.			Grade 4: %	
						Grade 5: %	
					5. Monitoring data will be		
				week. PLC's include teacher		Second Nine Week Check	
						Highly Functional	
						Students showed increases on	
						the Grade 3, 4, and 5 District	
					to Student Math skills.	Form Tests from Form A to	
				•	Teachers use this to	Form B.	
					flexibly group students for		
				curriculum, incorporating DI		Grade 4: %	
					enrichment.	Grade 5: %	
				discussions.			
					First Nine Week Check	Third Nine Week Check	
					Highly Functional		
					1. PLC logs turned into		
					administration weekly.		
					Administration provides		
				6.Based on the data, teachers	feedback.		

1	la ci.
	2. Classroom walk-
	throughs observing this
	strategy. Administrators
teachers a) decide what	will use the HCPS
skills need to be re-taught in	Informal Observation
a whole lesson to the entire	Pop-In Form (EET tool)
	to report online.
	3. Evidence of strategy in
	teachers' lesson plans
	seen during
what skills need to re-taught	administration walk-
	throughs.
	4. Resource teachers and
	administration meet with
	teachers during weekly
	grade level data chats to
	monitor student progress
	and identify interventions.
	5. Monitoring data was
	reviewed at report card
8	meetings.
	6. Teachers created and
	reviewed Data walls
	specific to Student Math
	skills. Teachers use this to
	flexibly group students for
	remediation and
	enrichment.
	Second Nine Week Check
	Highly Functional
	1. PLC logs turned into
	administration weekly.
	Administration provides
	feedback.
	2. Classroom walk-
	throughs observing this
	strategy. Administrators
	will use the HCPS
	Informal Observation
	Pop-In Form (EET tool)
	to report online.
	3. Evidence of strategy in
	teachers' lesson plans
	seen during
	administration walk-

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Based on the analysis of student achievement data, and reference "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Based on Ambitious but Achievable Annual Measurable O (AMOs), Reading and Math Performance Target	rement	Strategy 2012-2013	throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check Who and how will the fidelity be monitored? 2013-2014		Student Eva 2015-2016	luation Tool 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce tachievement gap by 50%. Math Goal #5: 5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfication progress in mathematics Mathematics Goal #5A: In grades 3-5, the percentage of subgroup students by ethnicity making learning gains on the 2012 FCAT Math will increase by the following. Section 1	5.A. 1. Lack of Common Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2. Need to Identify student needs 3. Need to Identify	strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers	5.A. Who Principal Math Resource Teacher Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators	recorded in a course-specific	5.A. 2-3x Per Year District Basel Year Testing During Nine V Chapter Tests Benchmark m assessments	ine and Mid- Weeks

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r1'	byith intervention	Astion Stone	will use the HCPS	the Problem Solving
Indian:	with intervention			
	Groups	1. Arrange Master Schedule		Leadership Team
	5. Need additional	for teachers to have common		representatives. The Problem
				Solving Leadership Team will
			teachers' lesson plans	review assessment data for
			seen during	positive trends at a minimum
	strategy/skill building.		administration walk-	of once per nine weeks.
	6.Lack of		throughs.	
	understanding of when	<u> </u>	4. Resource teachers and	First Nine Week Check
		Content Area Resource	administration will meet	Operational
		Teachers monthly to analyze		Grade 3, 4, and 5 District
	the District pacing	data, identify student needs	weekly grade level data	Form Tests Form A:
	guide.	and create intervention	chats to monitor student	Grade 3: %
		groups	progress and identify	Grade 4: %
			interventions.	Grade 5: %
			Monitoring data will be	
		week. PLC's include teacher		Second Nine Week Check
		professional development	weeks.	Highly Functional
			6. Teachers create and	Students showed increases on
				the Grade 3, 4, and 5 District
			to Student Math skills.	Form Tests from Form A to
		4.PLC teachers instruct	Teachers use this to	Form B.
			flexibly group students for	
		curriculum, incorporating DI		Grade 4: %
		strategies from their PLC	enrichment.	Grade 5: %
		discussions.	chiricinicite.	State 3. 70
		5. Teachers administer	First Nine Week Check	Third Nine Week Check
			Highly Functional	Time Time Week Check
		order to review data and	1. PLC logs turned into	
		provide school-wide	administration weekly.	
		assistance.	Administration provides	
		6.Based on the data, teachers		
			2. Classroom walk-	
		effective.	throughs observing this	
		7. Based on the data,	strategy. Administrators	
		,	will use the HCPS	
		teachers a) decide what		
			Informal Observation	
			Pop-In Form (EET tool)	
		class, b) decide what skills	to report online.	
			3. Evidence of strategy in	
			teachers' lesson plans	
			seen during	
			administration walk-	
		to targeted students.	throughs.	
		8. Teachers provide	4. Resource teachers and	
		Differentiated Instruction to	administration meet with	

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 •			
	targeted students	teachers during weekly	
	(remediation and	grade level data chats to	
	enrichment) in a variety of	monitor student progress	
	ways including the use of	and identify interventions.	
	technology.	5. Monitoring data was	
	9. Provide ELP and SES	reviewed at report card	
		meetings.	
	after-school tutoring on	6. Teachers created and	
	Mondays and Wednesdays	reviewed Data walls	
	to remediate and extend		
	below-level students.	specific to Student Math	
		skills. Teachers use this to	
		flexibly group students for	
		remediation and	
		enrichment.	
		Second Nine Week Check	
		Highly Functional	
		1. PLC logs turned into	
		administration weekly.	
		Administration provides	
		feedback.	
		2. Classroom walk-	
		2. Classiooni walk-	
		throughs observing this	
		strategy. Administrators	
		will use the HCPS	
		Informal Observation	
		Pop-In Form (EET tool)	
		to report online.	
		3. Evidence of strategy in	
		teachers' lesson plans	
		seen during	
		administration walk-	
		throughs.	
		4. Resource teachers and	
		administration meet with	
		teachers during weekly	
		grade level data chats to	
		monitor student progress	
		and identify interventions.	
		5. Monitoring data was	
		reviewed at report card	
		meetings.	
		6. Teachers created and	
		reviewed Data walls	
		specific to Student Math	
		skills. Teachers use this to	

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	•						
					flexibly group students for		
					remediation and		
					enrichment.		
					Third Nine Week Check		
Based on the analysis of student ac	hievement data, an	d reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and de		of improvement				How will the evaluation tool data	
for the following	ng subgroup:				fidelity be monitored?	be used to determine the	
			5 D	5 D	- D	effectiveness of strategy?	5 D
5B. Economically Disadvantag		ot making	5.B. 1. Lack of Common			5.B. CIM assessment data will be	5.B.
satisfactory progress in mathe							District Baseline and Mid-
Mathematics Goal #5B:	2012 Current	2013 Expected	Planning Time to				
	Level of	LC TOT OI	monitor student			•	Year Testing
In grades 3-5, the	Performance:*	Performance:*	progress, analyze		Leadership Team	sheet).	
	5 <u>50/</u>	5 00/	assessment data, and	improve through teachers	11	DIC III : :	. 7. 22. 1
	55%	59%	group students	using the <u>Core Continuous</u>	HOW 1 DLC1		During Nine Weeks
disadvantaged students			according to needs.		C	assessments and chart the	Chapter Tests
making learning gains on			2.Need to Identify		administration.		Benchmark mini
the 2012 FCAT Math will			student needs			students reaching at least 80%	assessments
increase from 55% to 59%.						mastery on units of	
increase from 33 % to 39 %.			appropriate		2. Classroom walk-	instruction.	
			interventions		throughs observing this		
			4. Need Time to work			Teachers will share data with	
			with intervention			the Problem Solving	
			Groups	1. Arrange Master Schedule		Leadership Team	
			Need additional	for teachers to have common		representatives. The Problem	
			Professional			Solving Leadership Team will	
			Development in core	discuss best practices		review assessment data for	
						positive trends at a minimum	
			strategy/skill building.	7:30 - 8:15 - Homeroom	administration walk-	of once per nine weeks.	
			6.Lack of	teachers meet with Grade	throughs.	_	
			understanding of when	Level colleagues and	4. Resource teachers and	First Nine Week Check	
			and how to implement			Operational	
			the mini lessons within	Teachers monthly to analyze	with teachers during	Grade 3, 4, and 5 District	
			the District pacing			Form Tests Form A:	
			guide.			Grade 3: %	
			Ĭ			Grade 4: %	
				~ 1		Grade 5: %	
					5. Monitoring data will be		
				week. PLC's include teacher		Second Nine Week Check	
						Highly Functional	
						Students showed increases on	
						the Grade 3, 4, and 5 District	
						Form Tests from Form A to	
						Form B.	
					flexibly group students for		
				students using the core	ricatory group students for	Jauc 3. 70	
F							

Т			11	G 1 4 0/	
		curriculum, incorporating DI		Grade 4: %	
			enrichment.	Grade 5: %	
		discussions.			
				Third Nine Week Check	
			Highly Functional		
		order to review data and	 PLC logs turned into 		
		provide school-wide	administration weekly.		
		assistance.	Administration provides		
		6.Based on the data, teachers	feedback.		
		discuss strategies that were	2. Classroom walk-		
			throughs observing this		
			strategy. Administrators		
			will use the HCPS		
		skills need to be re-taught in			
			Pop-In Form (EET tool)		
			to report online.		
			3. Evidence of strategy in		
			teachers' lesson plans		
			seen during		
		what skills need to re-taught			
			throughs.		
			4. Resource teachers and		
			administration meet with		
			teachers during weekly		
			grade level data chats to		
			monitor student progress		
		· ·	and identify interventions.		
			Monitoring data was		
			reviewed at report card		
			meetings.		
			Teachers created and		
		to remediate and emeric	reviewed Data walls		
			specific to Student Math		
			skills. Teachers use this to		
			flexibly group students for		
			remediation and		
			enrichment.		
			Second Nine Week Check		
	 		Highly Functional		
			1. PLC logs turned into		
			administration weekly.		
	 		Administration provides		
			feedback.		
			2. Classroom walk-		
			throughs observing this		
			unoughs observing this		

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				strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed at report card meetings. 6. Teachers created and reviewed Data walls specific to Student Math skills. Teachers use this to flexibly group students for remediation and enrichment. Third Nine Week Check		
Based on the analysis of student ac "Guiding Questions", identify and de for the followir	efine areas in need of improven	O Anticipated Barrier ent	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learne		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
satisfactory progress in mathe						
THE	2012 Current Level of Performance:* 2013 Expec Level of Performance	**	502	50.2	50.2	50.2
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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			T	ī			
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student ac			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and de		of improvement				How will the evaluation tool data	
for the following	ng subgroup:				be monitored?	be used to determine the effectiveness of strategy?	
5D C4-1441 D31-1141	(CIVID) 4	1-9	5.D.	5.D.	5.D.	5.D.	5.D.
5D. Student with Disabilities		iking	1. Lack of Common		Who	CIM assessment data will be	
satisfactory progress in mathe	ematics.		Planning Time to		Principal		District Baseline and Mid-
M. d	h012 C	2013 Expected	monitor student		Math Resource Teacher		Year Testing
Mathematics Goal #5D:	2012 Current Level of	Level of	progress, analyze		Leadership Team	sheet).	Teal Testing
	Performance:*			improve through teachers	Leadership Team	Silect).	
In grades 3-5, the				using the Core Continuous	How	PLCs will review unit	During Nine Weeks
percentage of students with	21%	25%	according to needs.	Improvement Model	1. PLC logs turned into	assessments and chart the	Chapter Tests
disabilities in the bottom	-1 /U	_	2.Need to Identify	(C-CIM) with core	administration.		Benchmark mini
quartile making learning			student needs		Administration provides	students reaching at least	assessments
gains on the 2012 FCAT					feedback.	80% mastery on units of	assessments
\mathcal{C}			appropriate	(DI) as a result of the	2. Classroom walk-	instruction.	
Math will increase from			interventions		throughs observing this	instruction.	
21% to 25%.			4. Need Time to work		strategy. Administrators	Teachers will share data with	
					will use the HCPS	the Problem Solving	
			Groups	1. Arrange Master Schedule		Leadership Team	
			5. Need additional	for teachers to have common		representatives. The Problem	
			Professional		3. Evidence of strategy in		
					teachers' lesson plans	will review assessment data	
					seen during administration		
					walk-throughs.	minimum of once per nine	
			6.Lack of		4. Resource teachers and	weeks.	
			understanding of when		administration will meet		
					with teachers during	First Nine Week Check	
				Teachers monthly to analyze		Operational	
			the District pacing		chats to monitor student	Grade 3, 4, and 5 District	
					progress and identify	Form Tests Form A:	
					interventions.	Grade 3: %	
				3. Weekly PLC's have an	5. Monitoring data will be	Grade 4: %	
					reviewed every nine	Grade 5: %	
				week. PLC's include teacher			
					Teachers create and	Second Nine Week Check	
					review Data walls specific	Highly Functional	
					to Student Math skills.	Students showed increases on	
				best practices.		the Grade 3, 4, and 5 District	
						Form Tests from Form A to	
				students using the core	remediation and	Form B.	

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curriculum, incorporating DI enrichment. Grade 3: %
strategies from their PLC Grade 4: %
discussions. First Nine Week Check Grade 5: %
5. Teachers administer Highly Functional
Common Assessments in 1. PLC logs turned into Third Nine Week Check
order to review data and administration weekly.
provide school-wide Administration provides
assistance. feedback.
6.Based on the data, teachers 2. Classroom walk-
discuss strategies that were throughs observing this
effective. strategy. Administrators
7. Based on the data, will use the HCPS
teachers a) decide what
skills need to be re-taught in Pop-In Form (EET tool) to
a whole lesson to the entire report online.
class, b) decide what skills 3. Evidence of strategy in
need to be moved to mini- teachers' lesson plans
lessons or re-teach for the seen during administration
whole class and c) decide walk-throughs.
what skills need to re-taught 4. Resource teachers and
to targeted students. administration meet with
8. Teachers provide teachers during weekly
Differentiated Instruction to grade level data chats to
targeted students monitor student progress
(remediation and and identify interventions.
enrichment) in a variety of 5. Monitoring data was
ways including the use of reviewed at report card
technology.
9. Provide ELP and SES 6. Teachers created and
after-school tutoring on reviewed Data walls
Mondays and Wednesdays specific to Student Math
to remediate and extend skills. Teachers use this to
below-level students. flexibly group students for
remediation and
enrichment.
Second Nine Week Check
Highly Functional
1. PLC logs turned into
administration weekly.
Administration provides
feedback.
2. Classroom walk-
throughs observing this
strategy. Administrators
will use the HCPS
will use the field

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			Informal Observation
			Pop-In Form (EET tool) to
			report online.
			3. Evidence of strategy in
			teachers' lesson plans
			seen during administration
			walk-throughs.
			4. Resource teachers and
			administration meet with
			teachers during weekly
			grade level data chats to
			monitor student progress
			and identify interventions.
			5. Monitoring data was
			reviewed at report card
			meetings.
			6. Teachers created and
			reviewed Data walls
			specific to Student Math
			skills. Teachers use this to
			flexibly group students for
			remediation and
			enrichment.
			Third Nine Week Check
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End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity											
	Please note that each Strategy does not require a professional development or PLC activity.											
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring						
Response to Intervention	PreK - 5	PSLT, Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012- May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal						
Differentiated Instruction		PSLT, Homeroom Teachers, ESE Teachers	- All Teachers - school-wide -PLC's	Summer 2012 August 2012- May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal						
Go Math! And Math Content Trainings		PSLT, Homeroom Teachers, ESE	- All Teachers - school-wide -PLC's	Summer 2012 August 2012- May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal						

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

Teachers		

End of Mathematics Goals

Elementary and Middle School Science Goals

Scienc	e Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier		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 scorin science. Science Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Science will increase from 62% to 65%.	2012 Current Level of Performance:* 62%	2013 Expected Level of Performance:* 65%	Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2. Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6. Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4.PLC teachers instruct	Leadership Team How 1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed every nine weeks. 6. Teachers create and review Data walls	recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine	1.1. 2-3x Per Year District Baseline and End of Year Testing During Nine Weeks Chapter Tests Performance Tasks

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			Teachers use this to	
			flexibly group students	
		Teachers administer	for remediation and	
			enrichment.	
		order to review data and		
		provide school-wide	First Nine Week	
		assistance.	Check Check	
		6.Based on the data, teachers		
			 PLC logs turned 	
			into administration	
		7. Based on the data,	weekly.	
		teachers a) decide what skills	Administration	
		need to be re-taught in a	provides feedback.	
		whole lesson to the entire	2. Classroom walk-	
			throughs observing	
			this strategy.	
			Administrators use the	
			HCPS Informal	
			Observation Pop-In	
			Form (EET tool) to	
			report online.	
		Differentiated Instruction to	3. Evidence of strategy	
			in teachers' lesson	
			plans seen during	
			administration walk-	
			throughs.	
			4. Resource teachers	
			and administration	
			meet with teachers	
			during weekly grade	
			level data chats to	
			monitor student	
			progress and identify	
			interventions.	
			5. Monitoring data	
			was reviewed every	
			nine weeks.	
			6. Teachers create and	
			review Data walls	
			specific to Student	
			Science skills.	
			Teachers use this to	
			flexibly group students	
			for remediation and	
			enrichment	

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	Second Nine Week	
	Check	
	Highly Functional	
	1. PLC logs turned	
	into administration	
	weekly.	
	weekly.	
	Administration	
	provides feedback.	
	2. Classroom walk-	
	throughs observing	
	this strategy.	
	Administrators use the	
	HCPS Informal	
	Observation Pop-In	
	Form (EET tool) to	
	report online.	
	3. Evidence of strategy	
	in teachers' lesson	
	plans seen during	
	administration walk-	
	throughs.	
	4. Resource teachers	
	and administration	
	meet with teachers	
	during weekly grade	
	level data chats to	
	monitor student	
	progress and identify	
	interventions.	
	5. Monitoring data	
	was reviewed every	
	nine weeks.	
	6. Teachers create and	
	review Data walls	
	specific to Student	
	Science skills.	
	Teachers use this to	
	flexibly group students	
	for remediation and	
	enrichment	
	Third Nine Week	
	Check	
<u> </u>	Cheek	

Based on the analysis of student "Guiding Questions", identi improvement for	ify and define area	as in need of	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scor 5 in science.	ring Achieven		2.1. 1. Lack of Common Planning Time to monitor	2.1. 5D.1. Tier 1 - The purpose of this		2.1. CIM assessment data will be recorded in a course-specific	2.1. <u>2-3x Per Year</u> District Baseline and End of
Science Goal #2: In grades 3-5, the	2012 Current Level of Performance:*	2013Expected Level of Performance:*	student progress, analyze assessment data, and group students according	strategy is to strengthen the core curriculum. Students' reading comprehension will	Leadership Team	PLC data base (excel spread sheet).	Year Testing
percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Science will increase from 32% to 35%.	32%	35%	needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in core curriculum and Reading strategy/skill building. 6.Lack of understanding of when and how to implement the mini	Action Steps 1. Arrange Master Schedule for teachers to have common fplanning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and create intervention groups 3. Weekly PLC's have an instructional focus each	I. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data	First Nine Week Check Emerging Grade 5 District Science Test Form 1 Grade 5: % Second Nine Week Check Highly Functional Grade 5 District Science Test Form 2 Grade 5: % Third Nine Week Check	During Nine Weeks Chapter Tests Performance Tasks

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provide school-wide	First Nine Week
assistance.	<u>Check</u>
6.Based on the data, teachers	Highly Functional
discuss strategies that were	1. PLC logs turned
effective.	into administration
7. Based on the data,	weekly.
teachers a) decide what skills	
need to be re-taught in a	provides feedback.
whole lesson to the entire	2. Classroom walk-
class, b) decide what skills	throughs observing
need to be moved to mini-	this strategy.
lessons or re-teach for the	Administrators use the
whole class and c) decide	HCPS Informal
what skills need to re-taught	
to targeted students.	Form (EET tool) to
8. Teachers provide	report online.
Differentiated Instruction to	3. Evidence of strategy
targeted students	in teachers' lesson
(remediation and	plans seen during
enrichment).	administration walk-
	throughs.
	4. Resource teachers
	and administration
	meet with teachers
	during weekly grade
	level data chats to
	monitor student
	progress and identify
	interventions.
	5. Monitoring data
	was reviewed every
	nine weeks.
	6. Teachers create and
	review Data walls
	specific to Student
	Science skills.
	Teachers use this to
	flexibly group students
	for remediation and
	enrichment
	C IN' WI I
	Second Nine Week
	Check
	Highly Functional
	1. PLC logs turned
	into administration

2012-2013 School Improvement Plan (SIP)-Form SIP-1 weekly. Administration provides feedback. 2. Classroom walkthroughs observing this strategy. Administrators use the HCPS Informal Observation Pop-In Form (EET tool) to report online. 3. Evidence of strategy in teachers' lesson plans seen during administration walkthroughs. 4. Resource teachers and administration meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data was reviewed every nine weeks. 6. Teachers create and review Data walls specific to Student Science skills. Teachers use this to flexibly group students for remediation and enrichment Third Nine Week Check

Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands on Science	PreK - 5	Science Resource Teacher, District Trainers		June/July 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Biome Theme	PreK - 5	Science Resource Teacher, District Trainers		June/July 2012 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal
Differentiated Instruction	PreK - 5	Science Resource Teacher, District Trainers		June/July 2010 August 2012 - May 2013	Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal

End of Science Goals

Writing/Language Arts Goals

Writing/Lang	guage Arts	Goals		Problem-Solving Pr	rocess to Increas	e Student Achievement	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier		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
In grades 3-5, the	2 Current Level erformance:*	2013 Expected Level of Performance:* 95%	Planning Time to monitor student progress, analyze assessment data, and group students according to needs. 2. Need to Identify student needs 3. Need to Identify appropriate interventions 4. Need Time to work with intervention Groups 5. Need additional Professional Development in Writing strategy/skill building. 6. Lack of understanding of when and how to implement the mini lessons within the District pacing guide.	Tier 1 - The purpose of this strategy is to strengthen the students' Writing through teachers implementing the Writer's Workshop Model and providing Differentiated Instruction (DI) as a result of the problem-solving model. Action Steps 1. Arrange Master Schedule for teachers to have common planning time in order to discuss best practices 2. Morning Data Chats - 7:30 - 8:15 - Homeroom teachers meet with Grade Level colleagues and Content Area Resource Teachers monthly to analyze data, identify student needs and plan lessons to address student needs. 3. Weekly PLC's have an instructional focus each week. PLC's include teacher professional development opportunities such as training and discussions of best practices. 4. Teachers instruct students using the Sunshine State Standards, incorporating DI strategies from their PLC	1. PLC logs turned into administration. Administration provides feedback. 2. Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) 3. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. 4. Resource teachers and administration will meet with teachers during weekly grade level data chats to monitor student progress and identify interventions. 5. Monitoring data will be reviewed monthly.	1.1. Cahoon Writes assessment data will be recorded in a data base (excel spread sheet) and on District data grids. Teachers will share data with the Problem Solving Leadership Team representatives. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Highly Functional Students in Grades 3, 4, and 5 showed increases in the percentage of students scoring a 3 or higher on monthly writing prompts from September to October. Grade 3 – (+7%) Grade 4 (+45%) Grade 5 (+22 %) Second Nine Week Check Highly Functional Students in Grades 3 and 4, showed increases in the percentage of students scoring a 3 or higher on monthly writing prompts from October to January. Students in Grade 5 showed a slight decrease, but maintained a high percentage:	During Nine Weeks Monthly School-wide Writing Assessments

_					
				85% of students scoring a 3 or	
			Writing skills.	higher.	
			to identify writing	Grade 4 (+ 8%)	
		assistance.	focus skills and craft	Grade 5 (- 5 %)	
		6.Based on the data, teachers			
		discuss strategies that were	identify students for	Third Nine Week Check	
			remediation and		
			enrichment.		
		teachers decide what skills			
		need to be re-taught in a			
			First Nine Week		
		decide what skills need to be			
		re-taught to targeted students.			
			1. PLC logs turned		
		Differentiated Instruction to			
			weekly.		
		(remediation and enrichment)			
			provides feedback.		
			2. Classroom walk-		
			throughs observing		
			this strategy.		
			Administrators use the		
			HCPS Informal		
			Observation Pop-In		
			Form (EET tool) to		
			report online.		
			3. Evidence of		
			strategy in teachers'		
			lesson plans seen		
			during administration		
			walk-throughs.		
			4. Resource teachers		
			and administration		
			meet with teachers		
			during monthly grade		
			level data chats to		
			monitor student		
			progress and identify		
			interventions.		
			5. Monitoring data		
			was reviewed during		
			report card meetings.		
			6. Teachers create and		
			review Data walls		
			specific to Student		
			specific to student	1	

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Writing skills.
Teachers use this data
to identify writing
focus skills and craft
lessons needed and
identify students for
remediation and
enrichment.
Second Nine Week
<u>Check</u>
Highly Functional
1. PLC logs turned
into administration
weekly.
Administration
provides feedback.
2. Classroom walk-
throughs observing
this strategy.
Administrators use the
HCPS Informal
Observation Pop-In
Form (EET tool) to
report online.
3. Evidence of
strategy in teachers'
lesson plans seen
during administration
uuring auministration
walk-throughs.
4. Resource teachers
and administration
meet with teachers
during monthly grade
level data chats to
monitor student
progress and identify
interventions.
5. Monitoring data
was reviewed during
report card meetings.
6. Teachers create and
o. reachers create and
review Data walls
specific to Student
Writing skills.
Teachers use this data

		to identify writing focus skills and craft lessons needed and identify students for remediation and	
		enrichment. <u>Third Nine Week</u> <u>Check</u>	

Writing/Language Arts Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
	Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
FCAT & Hillsborough Writes Rubric Training	PreK - 5	Writing Resource Teacher, District Trainers			Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal			
Writing Craft and Elaboration	PreK - 5	Writing Resource Teacher, District Trainers			Observations, Team Meeting Minutes, Walkthroughs	Principal and Assistant Principal			

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s	s)		Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and re Questions", identify and define areas in need 1. Attendance		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		
Attendance Goal #1: Across all grades, the percentage of student attendance will change by the following amounts. 95.74% 2012 Current Number of Students with Excessive Unexcused Absences (10 or more) 49 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)	2013 Expected Attendance Rate:* 96% 2013 Expected	External motivators		Administration Guidance Counselor School Social Worker Teachers Attendance pulled daily and monitored. Classes recognized for consistent attendance.	Administration, guidance counselor, school social worker, and teachers will review attendance regularly and observe trends. Individual student goals will be established for those who require one.	Attendance Reports		

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Suspension Goal #1: Across all grades, the number of student suspensions will change by the following amounts 1 2012 Total Number of Suspensions 1 2012 Total Number of In- School Suspensions 1 2012 Total Number of Students Suspended In- School 1 2012 Number of Out- Out- Out- Out- Out- Out- Of- School Suspensions 5 2012 Total Number of Out- Out- Out- Out- Out- Out- Out- Out-	factors	Hold character education lessons	1.1. Administration Guidance	1.1. Review number of suspensions at the end of each semester.	1.1. Discipline reports	

Suspension Professional Development

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

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

End of Suspension Goals

Parent Involvement Goal(s)

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

Parent Involv	ement Goa	l(s)		Problem-solv	ing Process to Pa	arent Involvement		
"Guiding Questions", identif	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	
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.	
Parent Involvement Goal #1:	<u>.</u>							
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*						
		•	1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involv	ement Goa	l(s)	Problem-solving Process to Parent Involvement					
Based on the analysis of parent in "Guiding Questions", identif improv	y and define area	and reference to s in need of	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	
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.	
	2012 Current	2013 Expected level of Parent Involvement:*						
			2.1.	2.1.	2.1.	2.1.	2.1.	

2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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Additional Goal(s)		Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Health and Fitness Goal Health and Fitness Goal #1: During the 2012-2013 school year, the number of students demonstrating knowledge of fitness on the District Physical Education Post Test will increase from 60% to 64% on the 2013 Posttest. 2012 Current Level:* 2013 Expected Level:* 60% 64% 64%	1.1. During the 2010-2011 school year, the number of students demonstrating knowledge of fitness on the District Physical Education Post Test will increase from 59%% to 64% on the 2011 Posttest.	1.1. Students will engage in 150 minutes of physical education each week 2. Provide Fitness Videos and other activities for Indoors and Outdoors.	1.1. Principal Guidance Counselor AP PE teacher How: 1. Classroom walk- throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). 2. Evidence of strategy in teachers' lesson plans seen	1.1. Checking of student schedules	1.1. Student schedules Master schedule		

		during administration	
		walk-throughs.	

Health and Fitness Goals Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus Grade PD Facilitator PD Participants (e.g., Early Release) and Strategy for Follow-up/Monitoring Person or Position R						Person or Position Responsible for Monitoring			

Continuous Improvement Goal(s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and areas in need of improvement:	d define	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool
Continuous Improvement Goal Continuous Improvement 2012 Current 20	013 Expected	discuss issues and collect	include time to discuss the	Administration	effectiveness of strategy? 1.1. Feedback from all PLCs will be reviewed	1.1. Final decisions and rationale will be shared with faculty
Goal #1: Level :* Le The percentage of teachers	evel:*		status of our schoolwide strategies and feedback will be collected and logged	Teachers How: 1. PLC Agendas will		
who strongly and somewhat agree with the indicator that "my principal involves"				be collected in office. 2.Minutes from Team meetings with		
staff in making decisions about school issues" (under Governance and				feedback will be collected and reviewed by administration.		
Leadership)" will increase from % in 2012 to % in 2013.						

2012-2013 School Improvement	Plan	(SIP)-Form	SIP-1
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Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Go	oals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understa level in a manner similar to n		Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
The percent students identified as LY, will increase their proficiency in listening and speaking from 82% to 88%.	Current Percent of Students cient in Listening/Speaking:	Need to Identify student needs Need to Identify appropriate interventions Need Time to work with intervention Groups Need additional Professional Development in ESOL reading strategy/skill building.	1.1. ESOL para will work cooperatively with teachers and address individual student needs to increase proficiency	1.1. ESOL staff Administration Teachers Guidance	1.1. CELLA results	1.1. CELLA results	
Students read in English at grade level non-ELL studen	ents.	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	
D. Students scoring proficient in Reading. CELLA Goal #D: The percent of students identified 2012 Current Percent of Students Proficient in Reading:		Need to Identify student		2.1. ESOL staff Administration Teachers Guidance		2.1. CELLA results	

as LY will increase their proficiency in reading from 45% to 49%	45%	needs Need to Identify appropriate interventions Need Time to work with intervention Groups Need additional Professional Development in ESOL reading strategy/skill building.				
Students write in English at grade ELL st	udents.	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
Enter narrative for the goal in this	2012 Current Percent of Students Proficient in Writing: 27%	Working within the master schedule Need to Identify student	cooperatively with teachers and	2.1. ESOL staff Administration Teachers Guidance		2.1. CELLA results

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

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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.	
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.	

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic PD Facilitator PD Participants Target Dates and Schedules						Person or Position Responsible for Monitoring			

End of STEM Goal(s)

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.
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.

CTE Professional Development

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

End of CTE Goal(s)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status

Priority Focus Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

∑ Yes ☐ No

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

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