

Florida Department of Education

Lincoln Elementary School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lincoln Elementary	District Name: Hillsborough
Principal: Jennifer West	Superintendent: MaryEllen Elia
SAC Chair: Elizabeth VandeSande	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

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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	Jennifer West	B.A.: Special Education M.A.: Educational Leadership Certifications: Exceptional Student Education (K-12), ESOL (K-12), Educational Leadership (K-12)	>1 year	Starting 6 th year	Riverview Elem 2011-2012: B Riverview Elem 2010-2011: A 87% AYP Alafia Elem 2009-2010: A 100% AYP Alafia Elem 2008-2009: A 100% AYP Alafia Elem 2007-2008: A 100% AYP
Assistant Principal	Tamethea Simmons	B.S. Elem. Ed 1-6 ESOL Certification Masters Ed Leadership	>1 year	Starting 5 th year	USF Patel: 2008-2009:A 100% AYP USF Patel: 2009-2010: B 97% AYP USF Patel: 2010- 2011: B USF Patel: 2011-2012: B

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)
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Science/Tech	Kathryn Pelham	Elementary Education 1 -6 ESOL Computer Science K - 12	5 years	5 years	11-12: Lincoln: School Grade: A 10-11: Lincoln: School Grade B AYP: 79% 09-10: Lincoln: School Grade: A AYP: 90% 08-09: Lincoln: School Grade: B AYP: 100%
Reading	Kelly Arias	Elementary Education	>1 year	>1 year	11-12: McDonald: School Grade:

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. District Mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peers	ongoing	
4. School Based Teacher Recognition Program	Principal	Ongoing	
5. Opportunities for Teacher Leadership	Principal	Ongoing	
6. Regular Time for Teacher Collaboration	Principal	Ongoing	
7. Regular Time for PYP Collaboration	Principal/PYP Coordinator	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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5 instructional staff members are out-of-field for ESOL	All instructional staff members are taking ESOL classes toward their certification.
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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
36	14% (5)	19% (7)	25% (9)	42% (15)	39% (14)	100% (36)	0% (0)	11% (4)	58% (21)

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
Shanna McMurphy (District EET Mentor)	Lindsey Gibson-First Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of mentoring and increasing student achievement.	Weekly visits including modeling of lessons, co-teaching lessons, analyzing student work/data, developing assessments, conferencing and problem solving.
Shanna McMurphy (District EET Mentor)	Brittini Battaglia-First Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of mentoring and increasing student achievement.	Weekly visits including modeling of lessons, co-teaching lessons, analyzing student work/data, developing assessments, conferencing and problem solving.

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Shanna McMurphy (District EET Mentor)	Danielle Dever-First Year Teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of mentoring and increasing student achievement.	Weekly visits including modeling of lessons, co-teaching lessons, analyzing student work/data, developing assessments, conferencing and problem solving.
Tamethea Simmons (APEI Site-Based Mentor)	Maribel Perez-First Year Teacher at Lincoln	The site-based mentor assists teachers in acclimating to Hillsborough County standards in teaching and student achievement. Ms. Simmons has over 12 years of experience.	Monthly meetings formally to assist through the TIP program requirements. Walk-throughs of classroom and assistance with planning, assessments, and student data.
Tamethea Simmons (APEI Site-Based Mentor)	Kathie Pagliaro-First Year Teaching at Lincoln	The site-based mentor assists teachers in acclimating to Hillsborough County standards in teaching and student achievement. Ms. Simmons has over 12 years of experience.	Monthly meetings formally to assist through the TIP program requirements. Walk-throughs of classroom and assistance with planning, assessments, and student data.
Tamethea Simmons (APEI Site-Based Mentor)	Rachel Waller-First Year Teaching at Lincoln	The site-based mentor assists teachers in acclimating to Hillsborough County standards in teaching and student achievement. Ms. Simmons has over 12 years of experience.	Monthly meetings formally to assist through the TIP program requirements. Walk-throughs of classroom and assistance with planning, assessments, and student data.
Tamethea Simmons (APEI Site-Based Mentor)	Paula Springer-Second Year Teaching at Lincoln	The site-based mentor assists teachers in acclimating to Hillsborough County standards in teaching and student achievement. Ms. Simmons has over 12 years of experience.	Monthly meetings formally to assist through the TIP program requirements. Walk-throughs of classroom and assistance with planning, assessments, and student data.
Tamethea Simmons (APEI Site-Based Mentor)	Bonnie Newett-First Year Teaching at Lincoln	The site-based mentor assists teachers in acclimating to Hillsborough County standards in teaching and student achievement. Ms. Simmons has over 12 years of experience.	Monthly meetings formally to assist through the TIP program requirements. Walk-throughs of classroom and assistance with planning, assessments, and student data.

Additional Requirements

Coordination and Integration-Title I Schools Only

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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 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A

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Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team: <ul style="list-style-type: none">● Principal● Assistant Principal /ELP Coordinator● School Psychologist● Social Worker● Academic Coaches (Reading, Technology/Science)● ESE Personnel● Grade Level Teachers● SAC Chair● Guidance Counselor

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

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

The MTSS is considered one of the main leadership teams in our school. The MTSS will use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day for reading in small groups
 - Extended Learning Programs before school
 - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each quarter, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Use PLC Unit of Instruction Log to communicate initiatives between the PSLT and PLCs.

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

- The Chair of SAC is a member of the MTSS.
- The MTSS and SAC were involved in the School Improvement Plan development that was initiated during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the MTSS. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third quarter. The MTSS 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.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The MTSS will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS 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 MTSS team.
- The MTSS and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

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- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
<u>District Assessments:</u> Reading Formative Tests Math Formative Tests Science Formative Tests	Scantron Achievement Series/ Dashboard	Administration, Leadership Team, PLCs, individual teachers
Program Generated Assessments: First In Math Soar to Success IStation	Assessments included in computer- based programs	PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Dashboard	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT) Dashboard	Administration, PLCs
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources: Math, Reading, Writing & Science are monitored by PLCs and Administration	Dashboard	individual teachers, MTSS

*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) * (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database	APEI/ ELP Facilitator

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Other Curriculum Based Measurement** (<i>see below</i>)	School Generated Database in Excel	MTSS/PLCs
<p>*Students receiving tutoring during the Extended Learning Program (ELP) 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 MTSS 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.</p>		
<p>** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:</p> <ul style="list-style-type: none"> ● assess the same skills over time ● have multiple equivalent forms ● are sensitive to small amounts of growth over time. 		
<p>Describe the plan to train staff on MTSS.</p>		
<p>Staff received an updated training at faculty meetings during the 2012-2013 school year. MTSS members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The MTSS will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS will work to align the efforts of other school teams that may be addressing similar identified issues.</p>		
<p>As the District's MTSS 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.</p>		
<p>Describe plan to support MTSS.</p>		
<p>The support of the MTSS will be throughout the school with administration, coaches, RTI facilitators being available to work with all teachers to help them through the MTSS.</p>		

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies 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 teachers, staff members, and parents.

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.

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

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

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

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

N/A

***High Schools Only**

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

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

N/A

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

N/A

Postsecondary Transition

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

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

Hillsborough 2012

Rule 6A-1.099811

Revised March, 2013

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N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>I.1. PLC's struggle with how to develop curriculum conversations and data analysis to expand their learning. To address this barrier, this year PLC's are being taught to use the Plan-Do-Check-Act Instructional Unit Log.</p>	<p>1. Strategy: Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?</p> <p><u>Actions/Details</u></p>	<p><u>I.1 Who</u> -Principal -AP -Instructional Coaches -PLC facilitators of like grades</p> <p><u>How</u> PLCS turn their logs into administration and/or coach during and after a unit of instruction. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team & vertical PLCs</p>	<p>I.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>I.1. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		-Grade level/ like-course PLCs use a Plan-Do- Check-Act “ Unit of Instruction ” log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.					
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 69% to 72%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	69%	72%					

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		<p>1.2. There is no scheduled horizontal PLC time. To address this barrier this year there will be scheduled time for the PLC's to meet horizontally.</p>	<p>1.2. <u>Strategy/Task</u> Student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies.</p> <p><u>Actions</u> <i>Plan</i> For an upcoming unit of instruction determine the following: -What do we want our students to learn by the end of the unit? -What are standards that our students need to learn? -How will we assess these skills/standards for our students? -What does mastery look like? -What is the SMART goal for this unit of instruction for our students?</p> <p><i>Plan for the "Do"</i> What do teachers need to do in order to meet the students SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of students? -What checks-for-</p>	<p>1.2. <u>Who</u> -School based Administrators -PLC Facilitators</p> <p><u>How</u> PLC logs (with specific information) for like courses/grades.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual students SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the students SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the students SMART Goal. <u>Leadership Team Level</u> -PLC facilitator shares students SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.-FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for students performance</p>	
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		<p>understanding will we implement for our students? -What teaching strategies/best practices will we use to help students learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for students? -What are students going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their students: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy,</p>				
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		<p>what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following: -What is the data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/ PLC/department? -What are students not learning? Why is this occurring? -Which students are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on</p>				
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			<p>the data.</p> <p>-What are we going to do about students not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual students or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. SEE READING GOAL 1.1 and 1.2	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 43% to 46%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	43%	46%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1.	3.1. SEE READING GOAL 1.1 and 1.2	3.1.	3.1.	3.1.		
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 71 points to 74points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	71 points	74 points					
		3.2.	3.2.	3.2.	3.2.	3.2.	

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		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1. SEE READING GOAL 1.1 and 1.2	4.1.	4.1.	4.1.		
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 70 points to 73 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70 points	73 points					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.		

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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 76% to 78%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 47% to 51%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 61% to 64%.</p> <p>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 94% to 96%.</p>							
	White: 76 Black: 47 Hispanic: 61 Asian: 94 American Indian: n/a	White: 78 Black: 51 Hispanic: 64 Asian: 96 American Indian: n/a					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goals 1, 3 & 4	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 54% to 58%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	54%	58%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Allocation of Bilingual Education Paraprofessional dependent on number of ELL students.	5C.1. ELL students (LYA, LYB & LYC) comprehension of standards improves through participation in the following day-to-day accommodations on core content and district assessments across all subject areas: 1. Extended time (lessons and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.1. Who: Administrators How: Administrative walk-throughs Administrative assistance with scheduling of lessons and assessments	5C.1. Analysis of assessments for ELL students.	5C.1. During Grading Period: Common grade level assessments and district level assessments		
<u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 46% to 50%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	46%	50%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1. See Goals 1, 3 & 4	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 24% to 28%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24%	28%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
Text Complexity & Common Core State Standards	K-5	Administration, Reading Coach, Reading Contact	All teachers Faculty Professional Development and on-going PLCs	Preplanning and On-going throughout school year	Classroom walk-throughs	Administration Reading Coach
RtI/MTSS	K-5	Administration	All Teachers Faculty Professional Development and on-going PLCs	Preplanning and on-going throughout school year	PLC logs and RtI packets	Administration MTSS Team

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)).

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. PLC's struggle with how to develop curriculum conversations and data analysis to expand their learning. To address this barrier, this year PLC's are being taught to use the Plan-Do-Check-Act Instructional Unit Log.</p>	<p>1.1. Strategy: Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?</p> <p>Actions/Details -Grade level/ like-course PLCs use a Plan-Do-</p>	<p>1.1 Who -Principal -AP -Instruction Coaches -PLC facilitators of like grades</p> <p>How PLCS turn their logs into administration and/or coach during and after a unit of instruction. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team & vertical PLCs</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>1.1. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans</p>					
<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 63 points to 66 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>63 points</p>	<p>66 points</p>					

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		<p>1.2. There is no scheduled horizontal PLC time. To address this barrier this year there will be scheduled time for the PLC's to meet horizontally.</p>	<p>1.2. <u>Strategy/Task</u> Student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies.</p> <p><u>Actions</u> <i>Plan</i> For an upcoming unit of instruction determine the following: -What do we want our students to learn by the end of the unit? -What are standards that our students need to learn? -How will we assess these skills/standards for our students? -What does mastery look like? -What is the SMART goal for this unit of instruction for our students?</p> <p><i>Plan for the "Do"</i> What do teachers need to do in order to meet the students SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of students?</p>	<p>1.2. <u>Who</u> -School based Administrators -PLC Facilitators</p> <p><u>How</u> PLC logs (with specific information) for like courses/grades.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual students SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the students SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the students SMART Goal. <u>Leadership Team Level</u> -PLC facilitator shares students SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.-FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for students performance</p>	
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		<p>-What checks-for-understanding will we implement for our students? -What teaching strategies/best practices will we use to help students learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for students? -What are students going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their students: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next? -For the implementation of</p>				
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		<p>the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following: -What is the data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are students not learning? Why is this occurring? -Which students are learning?</p> <p>Act on the Data After data analysis,</p>				
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			<p>develop a plan to act on the data.</p> <p>-What are we going to do about students not learning?</p> <p>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual students or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/ interventions are working?</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. SEE MATH GOAL 1.1 and 1.2	2.1.	2.1.	2.1.		

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<p><u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 34 points to 37 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>34 points</p>	<p>37 points</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>3.1.</p>	<p>3.1. SEE MATH GOAL 1.1 and 1.2</p>	<p>3.1.</p>	<p>3.1.</p>	<p>3.1.</p>		

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<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 63 points to 66 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>63 points</p>	<p>66 points</p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1.</p>	<p>4.1. SEE MATH GOAL 1.1 and 1.2</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		

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<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 52 points to 55 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52 points</p>	<p>55 points</p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Math Goal #5:</u></p>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1, 3 & 4</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Mathematics Goal #5A:</u> The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 73% to 76%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 37% to 43%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 44% to 50%. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 96% to 97%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 73 Black: 37 Hispanic: 44 Asian: 96 American Indian: n/a</p>	<p>White: 76 Black: 43 Hispanic: 50 Asian: 97 American Indian: n/a</p>					
		<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	

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		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1. See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 45% to 51%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45%	51%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Allocation of Bilingual Education Paraprofessional dependent on number of ELL students.</p>	<p>5C.1. ELL students (LYA, LYB & LYC) comprehension of standards improves through participation in the following day-to-day accommodations on core content and district assessments across all subject areas: 1. Extended time (lessons and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.1. Who: Administrators How: Administrative walk-throughs Administrative assistance with scheduling of lessons and assessments</p>	<p>5C.1. Analysis of assessments for ELL students.</p>	<p>5C.1. During Grading Period: Common grade level assessments and district level assessments</p>		
<p>Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 38% to 44%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>38%</p>	<p>44%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1. See Goals 1, 3 & 4	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 29% to 36%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%	36%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals	Problem-					
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	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Algebra Goal #1:</u> Enter narrative for the goal in this box. N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOT Talk/Cool Moves	K-5	District Facilitator	All Teachers	September 2012	Classroom Walkthroughs/Observations	Administration
Planning in Math	K-5	District Facilitator PLCs	All Teachers	October 2012 and on-going	PLC Logs	Administration
RtI/MTSS	K-5	Administration	All Teachers Faculty Professional Development and on-going PLCs	Preplanning and on-going throughout school year	PLC logs and RtI packets	Administration MTSS Team

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. PLC's struggle with how to develop curriculum conversations and data analysis to expand their learning. To address this barrier, this year PLC's are being taught to use the Plan-Do-Check-Act Instructional Unit Log.</p>	<p>1.1. Strategy: Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they 	<p>1.1 Who -Principal -AP -Instruction Coaches -PLC facilitators of like grades</p> <p>How PLCs turn their logs into administration and/or coach during and after a unit of instruction. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team & vertical PLCs</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>1.1. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>don't learn? 4. How will we respond if they already know it?</p> <p><u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans</p>					
<p><u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 62% to 65%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	62%	65%					

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		<p>1.2. There is no scheduled horizontal PLC time. To address this barrier this year there will be scheduled time for the PLC's to meet horizontally.</p>	<p>1.2. Strategy/Task Student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies.</p> <p>Actions</p> <p>Plan For an upcoming unit of instruction determine the following: -What do we want our students to learn by the end of the unit? -What are standards that our students need to learn? -How will we assess these skills/standards for our students? -What does mastery look like? -What is the SMART goal for this unit of instruction for our students?</p> <p>Plan for the "Do" What do teachers need to do in order to meet the students SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of students? -What checks-for-understanding will we implement for our students? -What teaching strategies/best practices will we use</p>	<p>1.2. Who -School based Administrators -PLC Facilitators</p> <p>How PLC logs (with specific information) for like courses/grades.</p>	<p>1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual students SMART Goal.</p> <p>PLC Level -Using the individual teacher data, PLCs calculate the students SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the students SMART Goal.</p> <p>Leadership Team Level -PLC facilitator shares students SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.-FAIR</p> <p>During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for students performance</p>	
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		<p>to help students learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for students? -What are students going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their students:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn’t work? Why? What are we going to do next? -What were the outcomes</p>				
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			<p>of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data</p> <p>Discuss one or more of the following:</p> <p>-What is the data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/department?</p> <p>-What are students not learning? Why is this occurring?</p> <p>-Which students are learning?</p> <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about students not learning?</p> <p>-What are the skills/concepts/standards that need re-teaching/interventions (either to individual students or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/interventions are working?</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1.	2.1. SEE SCIENCE GOAL 1.1 and 1.2	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 26% to 29%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	26%	29%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
RtI/MTSS	K-5	Administration	All Teachers Faculty Professional Development and on-going PLCs	Preplanning and on-going throughout school year	PLC logs and RtI packets	Administration MTSS Team

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. PLC's struggle with how to develop curriculum conversations and data analysis to expand their learning. To address this barrier, this year PLC's are being taught to use the Plan-Do-Check-Act Instructional Unit Log.</p>	<p>1.1. Strategy: Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How</p>	<p>1.1 Who -Principal -AP -Instruction Coaches -PLC facilitators of like grades How PLCs turn their logs into administration and/or coach during and after a unit of instruction. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team & vertical PLCs</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>1.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>will we respond if they don't learn?</p> <p>4. How will we respond if they already know it?</p> <p><u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans</p>					
<p>Writing/LA Goal #1:</p> <p>The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 86% to 89%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	86%	89%					
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		<p>1.2 There is no scheduled horizontal PLC time. To address this barrier this year there will be scheduled time for the PLC's to meet horizontally.</p>	<p>1.2. <u>Strategy/Task</u> Student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies.</p> <p><u>Actions</u> <u>Plan</u> For an upcoming unit of instruction determine the following: -What do we want our students to learn by the end of the unit? -What are standards that our students need to learn? -How will we assess these skills/standards for our students? -What does mastery look like? -What is the SMART goal for this unit of instruction for our students?</p> <p><u>Plan for the "Do"</u> What do teachers need to do in order to meet the students SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of students? -What checks-for-understanding will we implement for our students? -What teaching strategies/ best practices will we use to help students learn? -Specifically how will</p>	<p>1.2. <u>Who</u> -School based Administrators -PLC Facilitators</p> <p><u>How</u> PLC logs (with specific information) for like courses/grades.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual students SMART Goal.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the students SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/ course, PLCs chart their overall progress towards the students SMART Goal.</p> <p><u>Leadership Team Level</u> -PLC facilitator shares students SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.-FAIR</p> <p><u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for students performance</p>	
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		<p>we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for students?</p> <p>-What are students going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their students:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn’t work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn’t work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/</p>				
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			<p>or analysis of student performance? -How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following: -What is the data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are students not learning? Why is this occurring? -Which students are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about students not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual students or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI/MTSS	K-5	Administration	All Teachers Faculty Professional Development and on-going PLCs	Preplanning and on-going throughout school year	PLC logs and RtI packets	Administration MTSS Team

End of Writing Goals

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Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1.-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.</p>	<p>1.1. Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.</p>	<p>1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1. Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect</p>		
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<p>Attendance Goal #1:</p> <p>1. The attendance rate will increase from 96.86% in 2011-2012 to 97% in 2012-2013.</p> <p>2. The attendance rate will increase from 96.86% in 2011-2012 to 97% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%.</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96.86</p>	<p>97</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>13</p>	<p>11</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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	0	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Rtl/MTSS	K-5	Administration	All Teachers Faculty Professional Development and on-going PLCs	Preplanning and on-going throughout school year	PLC logs and Rtl packets	Administration MTSS Team

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
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Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Suspension	1.1. All teachers need to follow common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior.	1.1. <u>Tier 1</u> Leadership Committee will assign a Behavior Committee subgroup to develop school-wide expectations and rules, set these through staff survey discipline data and discussions, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. Leadership and Behavior Committee	1.1. Behavior Committee will review data on Office Discipline Referrals (ODRs), ATOSS, and out of school suspensions monthly.	1.1. “UNTIE” ODR and suspension data cross-referenced with mainframe discipline data.		

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<p><u>Suspension Goal #1:</u> 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	3	2					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	2	1					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	14	12					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	11	9					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	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
RtI/MTSS	K-5	Administration	All Teachers Faculty Professional Development and on-going PLCs	Preplanning and on-going throughout school year	PLC logs and RtI packets	Administration MTSS Team

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box. N/A	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		I.3.	I.3.	I.3.	I.3.	I.3.	
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Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic 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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

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Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Health and Fitness Goal	1.1.	1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Administration	1.1. Classroom walk-throughs Class schedules	1.1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.		

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<p>Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 54% on the Pretest to 64% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>54%</p>	<p>64%</p>					
		<p>1.2.</p>	<p>2. Health and physical activity initiatives developed and implemented by the Physical Education Teacher</p>	<p>2. Physical Education Teacher</p>	<p>2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)</p>	<p>2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	
		<p>1.3.</p>	<p>3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.</p>	<p>3. Physical Education Teacher</p>	<p>3. Lesson plans of Physical Education Teacher</p>	<p>3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

Health and Fitness Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Continuous Improvement Goal(s)

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

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

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

<p>1. Continuous Improvement Goal</p>	<p>I.1 There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.</p>	<p>I.1. The leadership team will become trained on the use of the PLC “Unit of Instruction” log that follows the Plan-Do-Check-Act model. PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership.</p>	<p>I.1. <u>Who</u> Principal Leadership Team PLC facilitators <u>How</u> -Administrator walk-throughs of PLCs. -Administrator and leadership team members attend PLCs on a rotating basis.</p>	<p>I.1 The Leadership team will review the PLC logs on a monthly basis and share information with PLCs.</p>	<p>I.1. District Formative Tests Classroom tests FCAT results</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Continuous Improvement Goal #1:</u> The percentage of <u>teachers</u> who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/ assessments that improve student performance” (under Commitment to Continuous Improvement) will increase from 60% in 2012 to 75% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>60%</p>	<p>75%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Continuous Improvement Goals Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each</p>						
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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
PLC Overview	K-5	Administration	All Teachers	August 2012	PLC logs	Administration

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Enter narrative for the goal in this box. N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

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<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>I.1 PLC's struggle with how to develop curriculum conversations and data analysis to expand their learning. To address this barrier, this year PLC's are being taught to use the Plan-Do-Check-Act Instructional Unit Log.</p>	<p><u>I.1</u> <u>Strategy:</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p><u>I.1</u> <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades <u>How</u> PLCS turn their logs into administration and/or coach during and after a unit of instruction. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team & vertical PLCs</p>	<p>I.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.</p>	<p>I.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
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<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 50% to 53%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>50%</p>					
		<p>1.2 Allocation of Bilingual Education Paraprofessional dependent on number of ELL students.</p>	<p>1.2 ELL students (LYA, LYB & LYC) comprehension of standards improves through participation in the following day-to-day accommodations on core content and district assessments across all subject areas: 1. Extended time (lessons and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)</p>	<p>1.2 Who: Administrators How: Administrative walk-throughs Administrative assistance with scheduling of lessons and assessments</p>	<p>1.2 Analysis of assessments for ELL students.</p>	<p>1.2 During Grading Period: Common grade level assessments and district level assessments</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>					

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D. Students scoring proficient in Reading.	2.1. See 1.1 and 1.2	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 41% to 44%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	41%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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E. Students scoring proficient in Writing.	2.1. See 1.1 and 1.2	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 30% to 33%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	30%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	F.1.	F.1.	F.1.	F.1.		
<p>Mathematics Goal F: Enter narrative for the goal in this box. N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		

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

NEW Geometry End-of-Course Goals *(High School ONLY)

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

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H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H: Enter narrative for the goal in this box. N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
<u>Science Goal J:</u> Enter narrative for the goal in this box. N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-						
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	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal K: Enter narrative for the goal in this box. N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology Goal L: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

Writing	Problem-Solving Process to						
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Goals	Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> Enter narrative for the goal in this box. N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving				
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	Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: The school will implement/expand inquiry-based experiences for students in math and science.	1.1. Need common planning time for math, science, ELA and other STEM teachers	1.1.-Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC Facilitator	1.1. Administrative walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM per quarter. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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	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
CTE Goal #1: Increase community participation in service learning and classroom experiences from approximately 20 participating businesses to 30 participating businesses.	1.1. Arrangement of contacts and schedules for business people.	1.1. Work with business contacts and local Chamber of Commerce to increase participation.	1.1. Lead Teacher Guidance Counselor APEI Track number of participants from business partners in classrooms.	1.1. Analyze the data (number of participants) each quarter and develop next steps.	1.1. Share data with SAC and students to assist with contacts.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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CTE Professional Development

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

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
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
Reading, Mathematics and Science (Strategy 1.1 and 1.2)	Brain Pop, Brain Pop Jr License for school wide use	1023.30	
Reading Goals (All strategies)	Books purchased for the Media Center for school wide use	113.46	

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Final Amount Spent : \$1136.76			
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