FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: JAMES ELEMENTARY	District Name: HILLSBOROUGH
Principal: PATRICIA ROYAL	Superintendent: MARYELLEN ELIA
SAC Chair: LIPI DATTA-REID	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades,
		Certification(s)	Years at	as an	FCAT/Statewide Assessment Achievement Levels, Learning Gains,
			Current School	Administrator	Lowest 25%), and AMO progress along with the associated school
					year)
Principal	Patricia Royal, Ed.S	Specialist in Education	8	13	11/12: C
		Leadership			10/11: D
					09/10: C 92% AYP
					08/09: B 100% AYP
					07/08: C 82% AYP
					Mrs. Royal has been an integral part of James Elementary increasing FCAT scores from year to year.
Assistant	Lahna Tate, Ed. D.	Doctorate in Education	7	6	11/12: C
Principal		Leadership			10/11: D
					09/10: C 92% AYP
					08/09: B 100% AYP

		07/08: C 82% AYP
		Dr. Tate has been an integral part of James Elementary
		increasing FCAT scores from year to year.

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)
Writing	Wanda Bowers	B.A. Elementary Education ESOL	7	6	11/12: C 10/11: D 09/10: C 92% AYP 08/09: B 100% AYP 07/08: C 82% AYP
Reading Coach	Stacey Ebanks-Baker	B.A. Elementary Education ESOL	6	2	10/11: In classroom 11/12: C
Science Coach	Lipi Datta-Reid	B.S., M.S., J.D. Exceptional Student EducationK-12, Education Leadership, Middle Grades Integrated Curriculum 5-9 ESOL	7	7	11/12: C 10/11: D 09/10: C 92% AYP 08/09: B 100% AYP 07/08: C 82% AYP
Reading Coach	Monica Castillo	B.S. Elementary Education ESOL	1	1	11/12: In classroom
Math	Erika Frazier	B.A. Elementary Education	6	5	10/11: D 09/10: C 92% AYP

		ESOL			08/09: B 100% AYP 07/08: C 82% AYP
Resource	Catherine Morrow	B.A., M.Ed PreK-3 ESOL	1	1	11/12: In classroom

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.Teacher Interview Day	General Directors	June 2013	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	ongoing	
3.MAP	Supervisor of Data Analysis	July 2013	
4.Performance Pay	General Director of Federal Programs	July 2013	
5.Regular meetings for new teachers with Principal	Principal	ongoing	
6.Partnering new teachers with veteran staff	Assistant Principal	ongoing	
7.College campus Job Fairs and e-recruiting at Universities	Guidance Counselor	April 2013	
8. Differential Pay	General Director of Federal Programs	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out- Provide the strategies that are being implemented to support the staff in becoming highly effective

of-field/ and who are not highly qualified.	
We have no teachers at James Elementary School are not	
Highly Qualified.	

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
64	10%(7)	50%(32)	20%(18)	10%(7)	31%(20)	100%	.1%(1)	0	53%(34)

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
Kim Powell	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings
Courtney Hunt	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings
Jayetta Pierce	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings
Tiffani Holland	Lahna Tate	Dr. Tate is our Assistant Principal who has over 16 teaching experience in elementary schools.	Weekly shadowing and observation Monthly data review meetings

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

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

Title I, Part C- Migrant

The migrant advocate services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are 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 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

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

The district receives funds for staff development to increase staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.

Nutrition Programs

Housing Programs

Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- A. Principal
- B. Assistant Principal for Curriculum
- C. School Psychologist
- D. Guidance Counselor
- E. PLC facilitators for grades K-5
- F. Instructional Coaches/Resource Teachers
- G. ESE Specialist
- H. ELP Coordinator
- I. School Advisory Council Chair

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

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

The PSLT is considered the main leadership team in our school. The PSLT meets weekly and uses 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:
 - o Differentiated instruction during the day
 - o Extended Learning Programs after school

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

- Designated intervention block daily
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs
 - o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- 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 and collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. 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 Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The *Leadership Team*/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 - 1. What is the problem? (Problem Identification)

- 2. Why is it occurring? (Problem Analysis and Barrier Identification)
- 3. What are we going to do about it? (Action Plan Design and Implementation)
- 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
- Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas curriculum content, behavior, and attendance
- o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- o Develop and target interventions based on confirmed hypotheses.
- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- o Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals 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 intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- o Assess the implementation of the strategies on the SIP using the following questions:
 - 1. Does the data show implementation of strategies are resulting in positive student growth?
 - 2. To what extent are we making progress toward the school's SIP goals?
 - 3. If we are making progress, what can we do to sustain what is working?
 - 4. What barriers to implementation are we facing and how will we address them?
 - 5. What should we do next? What should be our plan of action?

Rtl Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Resource Teachers, individual teachers, PSLT

Mini-Assessm	nents on specific tested	Subject Area Generated Excel	Resource Teachers, individual
Benchmarks	-	Database	teachers
DRA 2		School generated Excel	Individual teachers, reading coach
		database	

*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)

	Supplemental interior of motivation (nero z and o)						
Data Source	Database	Person (s) Responsible for Monitoring					
Extended Learning Program	School Generated Database in	PSLT/ ELP Facilitator					
(ELP)* (see below) Ongoing	Excel						
Progress Monitoring (mini-							
assessments and other							
assessments from adopted							
curriculum resource materials)							
FAIR	School Generated Database in Excel	PSLT/ Reading Coach					
I-Station	I-station online database	Individual teacher, PSLT, reading coach					

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

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed during the course of Tier 2 and Tier 3 interventions, but in general progress monitoring will occur at least 2-4 times per month for instruction at Tier 2 and weekly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading or modifying intervention strategies.

Describe the plan to train staff on MTSS.

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

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to
 increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Media Specialist Reading Coach Reading Resource Guidance Counselor Administration Team Representatives

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

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

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-5 School Wide Reading Incentive

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 five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric. J. Smith, Florida 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. Students in the VPK program are given a district-created screening that looks at letter names; letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is 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. 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 S	ec. 1003	.413 (b) F.S
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For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

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

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

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?

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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals				Problem-Solving 1	Process to Increase	Student Achievement	t
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		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
In grades 3-5, the	2 Current 2 el of ormance:*	2013 Expected Level of Performance:* 43%(118)	resources to use for instruction - District calendars move too quickly -Core curriculum is	Student's comprehension of course content/standards increases through teacher's use of data to inform instruction. Common Core Standards Training Ongoing faculty training on Guided Reading, Miscue Analysis, Shared Reading, Assignment Alignment and Easy CBM training 30 minutes daily targeting student	-AP -Reading Coach -Subject area leaders -Resource teachers How -PLC logs turned into administration. Administration provides feedbackEvidence of strategy in teachers' lesson plans seen during administration walk throughEET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP strategiesDaily Administrative	lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instructionTeachers maintain their assessments in the on-line grading systemTeachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC.	During the grading period: -Common assessments These common assessments address standards taught over a period of time to measure students masteryRunning Records -FAIR

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Integrate Social	Calendars.	to inform our instruction?	
Studies reading	-Coaching Cycles	2. What barriers to	
materials into the	- Chats	implementation are we	
reading block for	-Team PLCs	facing and how will we	
additional non-fiction	- Progress	address them?	
exposure	monitoring through	3. To what degree are we	
	running records,	making progress towards	
Implementation of the	FAIR testing, and	our SMART goal?	
Daily Five	classroom	4. Are there skills that need	
Daily Five		to be re-taught in a whole lesson to the entire class?	
Toolin On a sint Anna	assessments	5. Are there skills that need	
Train Special Area	- Through coaching	to be re-taught as mini-	
teachers for small	cycles with resource	lessons to the entire class?	
	teacher and reading	6. Are there skills that need	
with the bottom quartile	coaches	to be re-taught to targeted	
students	- Progress	students?	
	monitoring small	7. How do report and share	
Daytime ELP for	group instruction	our results with the	
retained students	- Monitor stamina	leadership team?	
	through monthly	ioadoromp toam:	
Afterschool ELP	school-wide reading	<u>Leadership Team Level</u>	
(grouping)	incentive program	-PLC facilitator with share	
(grouping)	-RTI	data with their grade level	
		RTI chairperson. The	
Saturday Academy	-Easy CBM	chairperson will consult	
	-District Quarterly	with grade level teachers	
Action Steps- Plan	Assessment	to assist with Tier 2	
- PLCs identify the	1st 0 15 5 1 4 4 1	differentiated instructional	
essential skills and	1st Grading Period Check	strategies and assessment	
learning targets for the		pieces for targeted	
upcoming unit of	2 nd Grading Period Check	students. Once data is	
instruction. PLC's answer	<u> </u>	collected for targeted	
the question "What do we		student(s), the teacher will	
want our students to	3 rd Grading Period Check	meet with the Problem	
learn?" (EET Rubric 1e,		Solving Leadership Team	
4d) Specifically, PLC's		to discuss progress or	
reflect on the following		further needs. This data	
questions: - Does the assessment		will be used to plan for	
match the intended		future supplemental	
essential learnings and		instruction.	
learning targets? (EET			
Rubric 1f)			
-Are we going to use an			
assessment from our			
adopted content			
adopted contont			

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materiale 2 Will all	First Nine Week Cheek
materials? Will we use all	First Nine Week Check
the questions? Will we	<u> </u>
drop some of the	
questions? Do we need	
to add additional	Second Nine Week Check
questions?	-
- If using a rubric, have	
we come to consensus	
	Third Nine Week Cheek
what each level of the	Third Nine Week Check
rubric looks like?	
-How will we explain to	
students what they are	
expected to learn in order	
to demonstrate mastery	
on the assessment? How	
will we explain to students	
the performance	
standards by which their	
learning will be	
evaluated?	
-How will we involve the	
student in self-	
assessment data in order	
to evaluate student	
growth? (EET Rubric	
1f,4d)	
DI Cia comita a CMADT	
-PLC's write a SMART	
goal for the upcoming unit	
of instruction. (For	
example, on the first	
assessment of the	
grading period, 75% of	
the students will score an	
80% or above on each	
unit of instruction.) (EET	
Rubric 1c,4d)	
ixubite 10,4u)	
A	
-As a professional	
development activity in	
their PLC's, teachers plan	
for Differentiated	
Instruction using data	
from previous	
assessments to guide	
student groupings.	
otacont groupings.	

Do/Check
Teachers in the
<u>classroom</u>
-PLC teachers instruct
students using the core
curriculum, incorporating
effective strategies and
Differentiated instruction
activities discussed at
their PLC meetings.
-At the end of the unit,
teachers give a common
assessment identified
from the core curriculum
material. (EET Rubric 3d)
Check/Act
Teachers/PLC after the
common assessment
-Teachers bring
assessment data back to
the PLC's. (EET Rubric
3d,4d)
-Based on the data,
teachers reflect on their
own teaching. (EET
Rubric 4a)
Based on the data,
teachers discuss
Differentiated Instruction
strategies that were
effective. (EET Rubric 4a,
4d)
-Based on the data,
teachers: a) decide what
skills need to be re-taught
in a whole lesson to the
entire class, b) decide
what skills need to be
moved to mini-lessons for
the entire class and c)
decide what skills need to
be re-taught to targeted
students. (EET Rubric
1b,1c)
-PLC's discuss
Differentiated Instruction

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		strategies for re-teaching of essential skillsPLC's discuss how the data will be used to Differentiate Instruction during the initial teaching of the upcoming lessonAfter the assessment, teachers provide timely feedback and students use the feedback to enhance their learning (EET Rubric 3d)			
	skills -limited exposure to necessary vocabulary -lack of support from home environment -Students lack basic comprehension skills -Students begin the year one to two years behind grade level	Students' comprehension of course content/standards increases with participation in higher order thinking questioning techniques/ to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b) Action Steps Plan -Teacher P.D. for General	-AP -Resource Teachers How -PLC logs turned into administration. Administration provides feedbackEvidence of strategy in teachers' lesson plans seen during administration walk throughEET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP strategies.	-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instructionTeachers chart their individual students' progress towards mastery. PLC Level -PLC's calculate the average unit assessment score for all their students across the PLC per classPLC's discuss how to report and share the data with the leadership teamData is used to identify higher order activities in future lessons. Leadership Team Level -Leadership team determines what specific data will be reported to the	1.2. 3x Per Year -FAIR During the grading period -Common assessments (pre, post, mid, section, end of unit) -projects

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			0		$\overline{}$
				to track student progress.	
		strategies and apply those		-PLC facilitator shares data	
		strategies in the		with the Problem Solving	
				Leadership team.	
		-The instructional	<u>Check</u>	-PSLT uses data to	
		coach(s) and resource	_	evaluate the effectiveness	
		teachers provide support		of strategy implementation,	
		in higher order strategies.		supplemental instruction	
		Planning/PLC's before		for targeted students and	
		the lesson		future professional	
		-PLC's identify the		development for teachers.	
		common assessment for		development for teachers.	
		the upcoming unit of			
		instruction. PLC's answer			
		the question, "How do we			
		know if they have learned			
		it/"			
		-Within PLC's, teachers		L	
		discuss how to scaffold		First Nine Week Check	
		questions and activities to			
		meet the differentiated			
		needs of students for			
		upcoming lesson.		Second Nine Week Check	
		-Teachers design higher			
		order questions to			
		increase rigor in lesson			
		plans and promote		Third Nine Week Check	
		student accountable talk.			
		(EET Rubric 1a,1b,			
		1e,1f,3b,4a,4d)			
		-Within PLC's, teachers			
		plan and write for higher			
		order questions in			
		upcoming lessons (EET			
		Rubric 1a,1b,1c,1e,3b,4d)			
		Do/Check			
		Teachers in the			
		<u>classroom</u>			
		-During the lesson,			
		teachers frequently ask			
		higher order questions.			
		The teacher responds to			
		the students' correct			
		answers by probing for			
		higher-level			
		understanding in an			
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effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b,3b,3e) -Students formulate many of the high level questions and ensure that all voices are heard. (EET Rubric 3b) -Students are provided with opportunities to reflect on classroom
Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e) -Students formulate many of the high level questions and ensure that all voices are heard. (EET Rubric 3b) -Students are provided with opportunities to reflect on classroom
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3b) -Students are provided with opportunities to reflect on classroom
-Students are provided with opportunities to reflect on classroom
with opportunities to reflect on classroom
with opportunities to reflect on classroom
reflect on classroom
diaguagian and diagguesa
discussion and discourse
to increase understanding
of learning objectives.
(EET Rubric 1c,3a,3b,3c)
-At the end of the unit,
teachers administer the
common assessment.
Johnner decession.
Check/Act
PLC's after the common
<u>assessment</u>
-Teachers bring their
common assessment data
back to the PLC's.
-Based on the data,
teachers reflect on their
own teaching. (EET
Rubric 4a)
-Using the data, effective
higher order strategies
and techniques are
identified , discussed, and
modeled in order to
implement techniques in
future lessons. (EET
Rubric 1c,1f,4a,4d,4e)
-After the assessment,
The the assessment,
teachers provide timely
feedback and students
use the feedback to
enhance their learning.
(EET Rubric 3d)
Truction out

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				Administrators/Leadership team -Through walkthroughs, teachers are identified that excel in higher order thinking questioning techniques in order to set up demonstration classrooms. (EET Rubric 4d,4e) -Classroom coverage is provided for teachers to attend demonstration classrooms. EET Rubric 4e) -The higher order strategy is on the Leadership team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. Whole Faculty Throughout the school year, teachers will participate in faculty SIP reviews where teachers showcase higher order thinking effective strategies.			
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of studen "Guiding Questions", identify an for the fo	t achievement dat d define areas in n llowing group:	a, and reference to	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scor	ing Achieven	ent Levels 4 or 5	2.1.	2.1.	2.1.	2.1.	2.1.
in reading.							
Reading Goal #2: In grades 3-5, the	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
_	12% (34)	17%(50)			1 st Grading Period Check	1 st Grading Period Check	
		<u> </u>					

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scoring Level 4 and 5 on the 2013 FCAT Reading will increase from 12% to 17%.				2.2. See 1.2	3rd Grading Period Check 2.2.	2 nd Grading Period Check 3 rd Grading Period Check 2.2. See 1.2	2.2. See 1.2
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of studer "Guiding Questions", identify an for the fo	t achievement dat d define areas in n llowing group:	a, and reference to need of improvement	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for stu	dents making	g Learning Gains	3.1.	3.1.	3.1.	3.1.	3.1.
in reading.							
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 58	58	60			1 st Grading Period Check	1 st Grading Period Check	
points to 60 points.					2 nd Grading Period Check	2 nd Grading Period Check	
					3 rd Grading Period Check	3 rd Grading Period Check	
		•	3.2.	3.2.	3.2.	3.2.	3.2.
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2

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			3.3.	3.3.	3.3.	33.	3.3.
"Guiding Questions", identify and for the fol	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 stu	udents in Low	vest 25% making	4.1.	4.1.	4.1.	4.1.	4.1.
learning gains in reading.		<u> </u>	History Ossilan	044	NA/I	Tables I soul	0 0 · · D · · · V · · · ·
Points earned from students	2012 Current Level of Performance:* 60	2013 Expected Level of Performance:* 63		Strategy: Include Higher order questioning skills into teacher lessons. Action Steps: Higher Order questioning trainings Content Trainings Readers Workshop Trainings	Who Reading Resource Principal Assistant Principal Reading Coach How FAIR DRA/Running Records 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Ch	Classroom Walkthroughs PLC/Department Level Assessment Meetings Leadership Team Level • Focused Classroom walkthroughs by Principal, Assistant Principal and Reading Coach. • Administration reviews PLC logs for discussion of Higher Order Question strategies. 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check	2-3x Per Year Assessments FAIR During Grading Period DRA/Running Records
			4.2.	4.2	4.2	4.2.	4.2.

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			0 40	lo 4.0	0 40	lo 4.0	lo 4.0	
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
					·			
			4.3	4.3.	4.3.	4.3.	4.3.	
Decides the english of students	.1.:	J f	A4'-'41 D'	C44	Et Jelter Charle	C44 D-4- Chh	C4	l4: T1
Based on the analysis of student a "Guiding Questions", identify and d	efine areas in need	of improvement	Anticipated Barrier	Strategy	Fidelity Check Who and how will the	Strategy Data Check How will the evaluation tool data	Student Eva	luation Tool
for the following	ing subgroup:	•			fidelity be monitored?	be used to determine the		
Based on Ambitious but Achieval	ble Annual Meas	urable Objectives	2011-2012	2012-2013	2013-2014	effectiveness of strategy? 2014-2015	2015-2016	2016-2017
(AMOs), Reading and Math Performan			2011 2012		2010 2011	2011 2010	2010 2010	2010 2017
5. Ambitious but Achievable	Annual Measu	ırable						
Objectives (AMOs). In six ye								
achievement gap by 50%.								
Reading Goal #5:								
5A. Student subgroups by etl		214411,	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
Hispanic, Asian, American Ind	han) not maki n	ig satisfactory	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
progress in reading. Reading Goal #5A:	2012 Current	2013 Expected	000 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
Reading Goal #5A.	Level of	Level of			1 st Grading Period	1st Grading Period		
In grades 3-5, 41% of the	Performance:*	Performance:*			Check	Check		
following All Curriculum	White:	White:						
Black students will score a		Black:41%						
Level 3 or higher on the 2013		Hispanic:53%			2 nd Grading Period	2 nd Grading Period		
FCAT Reading.	Asian: American	Asian: American			<u>Check</u>	<u>Check</u>		
	Indian:	Indian:						
In grades 3-5, 53% of the	maran.	indian.			3 rd Grading Period	3 rd Grading Period		
following All Curriculum					Check	Check		
Hispanic students will score a					<u> </u>	<u> </u>		
Level 3 or higher on the 2013								
FCAT Reading.								
			5A.2.	5A.2	5A.2	5A.2	5A.2	
				See 1.2	See 1.2	See 1.2	See 1.2	
			See 1.2					
			·· -					
			5.4.0	5.4.0	5.1.2	51.2	5 + 2	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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
5B. Economically Disadvantaged students not making		5B.1.	5B.1	5B.1.	5B.1.	5B.1.	
satisfactory progress in readi							
Reading Goal #5B: 42% of the Economically Disadvantaged students will make satisfactory progress in reading.	2012 Current Level of Performance:* 36%(99)	2013 Expected Level of Performance:* 42%(116)	Attendance	Attendance referrals monitored by Attendance Committee,	How Attendance Committee meets once a month to discuss targeted students. Monthly monitoring of attendance	Classroom attendance check PLC/Department Level Assessment Meetings Leadership Team Level Attendance Committee Meetings	2-3x Per Year Attendance check During Grading Period Teacher check Monthly Attendance check
			5B.2. 5B.3.	5B.2. 5B.3.	5B.3.	5B.2.	5B.2. 5B.3.
			<i>DD.</i> 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
5C. English Language Learne		t making	5C.1.	5C.1	5C.1.	5C.1.	5C.1.
satisfactory progress in readi Reading Goal #5C:	2012 Current	2013 Expected	Language Barrier	Strategy:	<u>Who</u> ELL aide	Teacher Level	2-3x Per Year
40% of the English Language Learners (ELL)	Level of Performance:* 33%(3)	Level of Performance:* 40%(6)		Offer monthly reading nights with bilingual books.	Reading Coach	Monitor classroom teacher ESOL trainings	FAIR
will be proficient in reading.				Action Steps:	How Assessments	PLC/Department Level	During Grading Period
				Small groups working with ELL aide	Addeddinents	Assessment Meetings	Running Records
				Teacher ESOL trainings.	1 st Grading Period	Leadership Team Level	
				age	<u>Check</u>	Monitor ESOL strategies in PLCs	
					2 nd Grading Period Check	1 st Grading Period Check	
					3 rd Grading Period Check	2 nd Grading Period Check	
						3 rd Grading Period Check	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check 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 satisfactory progress in reading		naking	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 42%(22)	- Differentiated Instruction	In addition to the 90-minute Reading Block, students scoring Level 1 on FCAT will receive an additional Guided	Who Principal Assistant Principal Reaching Resource Leadership Team How Lesson Plan checks Assessment Meetings Walk throughs 1st Grading Period Check 2nd Grading Period Check	Teacher Level Classroom Walkthroughs PLC/Department Level Assessment Meetings Leadership Team Level Check FCAT scores compared to Master Schedule 1st Grading Period Check 2nd Grading Period Check	Assessments FAIR During Grading Period Assessments DRA/Running Records
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			See 1.2		See 1.2	See 1.2	See 1.2
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Profe	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC, subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)						Person or Position Responsible for Monitoring				
Data Chats	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays		Reading Coach/Reading Resource/Assistant Principal				
Guided Reading	K-5	Reading	School Wide	Early release Mondays	Complete Assessments	Reading Coach/Reading				

Training		Coach/Reading Resource				Resource/Assistant Principal
Shared Reading	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays	II OMNIATA ASSASSMANTS	Reading Coach/Reading Resource/Assistant Principal
Group Lesson Planning	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays	II AMNIATA ACCACCMANTO	Reading Coach/Reading Resource/Assistant Principal
Staff Book Reading Studies	K-5	Reading Coach/Reading Resource	School Wide	Early release Mondays		Reading Coach/Reading Resource/Assistant Principal
PLC	K-5	Reading Coach/Reading Resource	School Wide	Tuesdays during common planning time	II. AMAIDID DEEDEEMANIE	Reading Coach/Reading Resource/Assistant Principal

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School			Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Fidelity Check Strategy Data Check Student Evaluation Tool					
"Guiding Questions", identify an	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:				fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
for the foil 1. FCAT 2.0: Students sco (Level 3-5). Mathematics Goal #1: In grades 3-5, the	ring proficier 2012 Current Level of Performance:*	nt in mathematics	-Teachers not familiar with new Math series and Standards -Lack of common planning time to discuss best practices before the unit of instructionLack of common planning time to identify and analyze core curriculum assessmentsLack of planning time to analyze data to identify best practices Need additional training to implement effective PLCs Teachers at varying levels of implementation of Differentiated	Strategy: Student's comprehension of course content/standards increases through teacher's use of data to inform instruction. Action Steps- Plan - PLCs identify the essential skills and learning targets for the	fidelity be monitored? 1.1. -Based on the results of the following: -FCAT (student growth and the number of proficient students), Data Chats, PLCs, Walk-through, teacher observations (formal and informal) and SAT-10 -Team Planning meetings	be used to determine the effectiveness of strategy? 1.1. Who -Principal -AP -Reading Coach -Subject area leaders -Resource teachers How -PLC logs turned into administration. Administration provides feedbackEvidence of strategy in teachers' lesson plans seen during administration walk throughsEET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk-through form which includes the schools SIP	1.1. 2-3x Per Year District Baseline During the grading period: -Common assessments (pre, post, mid, section, end of unit)	
			Instruction (both with the low performing and high performing students).	assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions? - If using a rubric, have		strategies.		

we come to consensus what each level of the rubric looks like? -How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be
what each level of the rubric looks like? -How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their
rubric looks like? -How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their
-How will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their
students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their
students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their
expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their
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on the assessment? How will we explain to students the performance standards by which their
will we explain to students the performance standards by which their
will we explain to students the performance standards by which their
the performance standards by which their
standards by which their
standards by which their
learning will be
evaluated?
How will we involve the
student in self-
assessment data in order
to evaluate student
growth? (EET Rubric
PLC's write a SMART
goal for the upcoming unit
of instruction. (For
example, on the first
assessment of the
grading period, 75% of
the students will score an
80% or above on each
unit of instruction.) (EET
Rubric 1c,4d)
[Kushio 15,44)
-As a professional
development activity in
their PLC's, teachers plan
for Differentiated
for Differentiated
Instruction using data
from previous
assessments to guide
student groupings.
Do/Check
<u>Teachers in the</u>
<u>classroom</u>
-PLC teachers instruct
students using the core
curriculum, incorporating
effective strategies and
photographic strategies and

Differentiated instruction activities discussed at their PLC meetings. He cachers give a common assessment dentified from the core curriculum material. (EET Rubric 3.d) Check/Act Inschots/PLC after the common assessment data back to the PLC's. (EET Rubric 3.d.4) - Check/Act Inschots/PLC after the common assessment data back to the PLC's. (EET Rubric 3.d.4) - Based on the data, back to their own teaching. (EET Rubric 4.d.) - Based on the data, backers reflect on their own teaching. (EET Rubric 4.d.) - Based on the data, backers reflect on their own teaching. (EET Rubric 4.d.) - Based on the data, based on the data, backers reflect on their own teaching. (EET Rubric 4.d.) - Based on the data, based on the data, backers are the cachers reflective. (EET Rubric 4.d.) - Based on the data, backers: a) decided what skills need to be re-laught in a whole lesson to the second of the cachers and th					1
heir PLC meetings. At the end of the unit, teachers give a common assessment identified from the core curriculum material, (EET Rubric 3d) Check/Act Toechers/PLC after the common assessment of the product of the pro			Differentiated instruction		
heir PLC meetings. At the end of the unit, teachers give a common assessment identified from the core curriculum material, (EET Rubric 3d) Check/Act Toechers/PLC after the common assessment of the product of the pro			activities discussed at		
At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) ChockAct Teachers PMC. after the common assessment 1 reachers pring 1 reachers pring 1 sassessment data back to the PLC's. (EET Rubric 3d.4d) Plassed on the data, teachers reflect on their own teaching. (EET Rubric 4a) Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) Based on the data, teachers discuss Differentiated instruction strategies that were effective. (EET Rubric 4a, 4d.4d.4d.4d.4d.4d.4d.4d.4d.4d.4d.4d.4d.4					
leachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) Check/Act Teachers FIC after the common assessment Teachers bring assessment Teachers bring assessment data back to the FIC's (EET Rubric 8d) assessment data back to the FIC's (EET Rubric 8d) assessment data back to the FIC's (EET Rubric 8d) assessment data back to the FIC's (EET Rubric 8d) assed on the data, teachers reflect on their own teaching, (EET Rubric 4a) Based on the data, teachers office (EET Rubric 4a) and the FIC's (EET Rubric 4a) a					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		of the upcoming lessonAfter the assessment, teachers provide timely feedback and students use the feedback to enhance their learning (EET Rubric 3d)			
		Modeling and Coaching Cycles with Math Resource Coach and District Resource Coach			
		School-Wide Math Incentive Program- College Combat			
		Staff Trainings: Powerful Planning, MEATY math trainings, Think Central, Math Assessment Data			
		Analysis trainings			
		Adopted school-wide math norms			
		Training special area teachers on small group tutoring			
		Participate in District Math Bowl Grades 1-5			
	1.2. Teacher not using differentiated instruction	PLCs will develop grade level or course specific School-Based	1.2.PrincipalGrade level PLC facilitator & Math Resource	1.2. Administration will have copies of the Reinforcement Calendars. Reinforcement Calendars shared at Leadership Team	I.2. Focused Classroom walkthrough logs to monitor implementation of Reinforcement Calendars.

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

	Intensive, Regular and		Meetings.	
	Advanced Math			
			First Nine Week Check	
			THIRD TY CON CHOCK	
			0 11: 14/ 1	
			Second Nine Week	
			<u>Check</u>	
			Third Nine Week Check	
			THIRD IN THE WEEK CHECK	
1.0	1.3.	1.3.	1.3.	1.3.
1.3.	1.5.	1.3.	1.5.	1.5.
-Students lack	Stratogy	Who		During Nine Weeks
adequate de-coding	Strategy		Teacher Level	
skills	Students' comprehension		-Lesson plan check	-Student Work
limited expenses to	of course	-AP	-Classroom	Student conference
necessary	content/standards	-Resource Teachers	walkthroughs	sheets
vecebulen	increases with		-Teachers reflect on	-Teacher anecdotal
-lack of support from	participation in higher	<u>How</u>	lessons during the unit	records
hama anvironment	order thinking questioning			-Benchmark
home environment	techniques/Webb's depth	administration.	citing/using specific	assessments
-Students lack basic	of Knowledge to promote		evidence of learning and	
comprenension skills	critical thinking and	foodback	use this knowledge to drive	
-Students begin the	problem-solving skills.	-Evidence of strategy in	future instruction.	
	This strategy will be	teachers' lesson plans	-Teachers chart their	
years behind grade			individual students'	
امريما		seen during	progress towards mastery.	
	content areas. For this	aummistration wark	, .9 ,	
	strategy, teachers	throughs.	PLC Level	
	implement a variety or	-EET formal	- Assessment meetings	
	series of	evaluations		
	questions/prompts to	EET pop-ins (Admin.	-Weekly PLCs	
	challenge students	and Peer/Mentor)	-PLC's calculate the	
		-EET formal	average unit assessment	
	level thinking and	observations(Admin.	score for all their students	
		and Peer/Mentor)	across the PLC per class.	
	meta-cognition. (EET		-PLC's discuss how to	
	Rubric 1e, 3b)		report and share the data	
	rabile 16, 30)	wait tilloagii lollii	with the leadership team.	
	A ation Ctana	which includes the	-Data is used to identify	
	Action Steps	schools SIP strategies.	higher order activities in	
	Plan	Final Nilva - Mr. J. Ol. J.		
	- <u>Teacher P.D. for General</u>	First Nine Week Check	iulure lessons.	
	<u>Higher Order</u>	F	l <u>-</u> .	
	-Teacher attends school		<u>Leadership Team Level</u>	
	based professional	Second Nine Week	 Administration will 	
	development activities on	Check	have copies of the	
	higher order questioning	-	Reinforcement	
	strategies and apply			
	those strategies in the	Third Nine Week	Calendars.	
	urose strategies in the	TIME THIS TYCOK	 Reinforcement 	

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

	-	Onland de la contraction de la
		Calendars shared at
	-The instructional	Leadership Team
	coach(s) and resource	Meetings.
	teachers provide support	-Leadership team
	in higher order strategies.	determines what specific
	Planning/PLC's before	data will be reported to the
	the lesson	leadership team.
	-PLC's identify the	
	common assessment for	-Leadership team
	the upcoming unit of	determines and maintains
	instruction. PLC's answer	a school-wide data system
		to track student progress.
	the question, "How do we	-PLC facilitator shares data
	know if they have learned	with the Problem Solving
	it/"	Leadership team.
	-Within PLC's, teachers	-PSLT uses data to
	discuss how to scaffold	evaluate the effectiveness
	questions and activities to	of strategy implementation,
	meet the differentiated	supplemental instruction
	needs of students for	for targeted students and
	upcoming lesson.	
	-Teachers design higher	future professional
	order questions to	development for teachers.
	increase rigor in lesson	
	plans and promote	
	student accountable talk.	
	(EET Rubric 1a,1b,	
	1e,1f,3b,4a,4d)	
	-Within PLC's, teachers	
	plan and write for higher	
	order questions in	
	upcoming lessons (EET	
	Rubric 1a,1b,1c,1e,3b,4d)	
	Do/Check	
	Teachers in the	
	<u>classroom</u>	
	-During the lesson,	
	toochara fraguantly sale	
	teachers frequently ask	
	higher order questions.	
	The teacher responds to	
	the students' correct	
	answers by probing for	
	higher-level	
	understanding in an	
	effective manner. (EET	
	Rubric 1b, 3b, 3e)	
	-During the lesson,	
7700 1 2044	g,	i I

teachers successfully
engage all students in the
discussion. (EET Rubric
1b,3b,3e)
-Students formulate many
of the high level questions
and ensure that all voices
are heard. (EET Rubric
3b)
-Students are provided
with opportunities to
reflect on classroom
discussion and discourse
to increase understanding
of learning objectives.
(EET Rubric 1c,3a,3b,3c)
-At the end of the unit,
teachers administer the
common assessment.
common assessment.
Check/Act
PLC's after the common
r EGS after the common
<u>assessment</u>
-Teachers bring their
common assessment
data back to the PLC's.
-Based on the data,
teachers reflect on their
own teaching. (EET
Rubric 4a)
-Using the data, effective
higher order strategies
and techniques are
identified disquared and
identified , discussed, and
modeled in order to
implement techniques in
future lessons. (EET
Rubric 1c,1f,4a,4d,4e)
-After the assessment,
teachers provide timely
feedback and students
use the feedback to
enhance their learning.
(EET Rubric 3d)
(
Administrators/Leadershi
p team

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			T		
		-Through walkthroughs, teachers are identified that excel in higher order thinking questioning techniques/Webbs depth of knowledge in order to set up demonstration classrooms. (EET Rubric 4d,4e) -Classroom coverage is provided for teachers to attend demonstration classrooms. EET Rubric 4e) -The higher order strategy is on the Leadership team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. Whole Faculty Throughout the school year, teachers will participate in faculty SIP			
		reviews where teachers showcase higher order thinking effective			
		strategies.			
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	2.1.	2.1.	2.1.	2.1.	2.1. 2-3x Per Year
in mathematics.					L-OX F CI I Cal
Mathematics Goal #2: In grades 3-5, the 2012 Current Level of Performance:* Performance:*	See 1.1	See 1.1	See 1.1 1st Grading Period	See 1.1 1st Grading Period	See 1.1
percentage of students scoring 4 or 5 on the 2013 FCAT Math will			<u>Check</u>	<u>Check</u>	
increase from 14% to 18%.			2 nd Grading Period Check	2 nd Grading Period Check	

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		1	I	1		I	
			2.2.	2.2.	3 rd Grading Period Check 2.2.	3 rd Grading Period Check 2.2.	2.2.
				See 1.2	See 1.2	See 1.2	See 1.2
			2.3	2.3	2.3	2.3	2.3
			See 1.3	See 1.3	See 1.3	See 1.3	See 1.3
Based on the analysis of studen "Guiding Questions", identify and for the for			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 str	udents makin	g learning gains	3.1.	3.1.	3.1.	3.1.	3.1.
in mathematics.			See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
In grades 3-5, the percentage of students	2012 Current Level of Performance:* 60%(169)	2013 Expected Level of Performance:* 63%(187)			1 st Grading Period Check	1 st Grading Period Check	
making Learning Gains on the 2013 FCAT Math will increase from 60% to 63%.					2 nd Grading Period Check	<u>2nd Grading Period</u> <u>Check</u>	
					3 rd Grading Period Check	3 rd Grading Period Check	
			3.2.	3.2.	3.2.	3.2.	3.2.
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2
			3.3.	3.3.	3.3.	33.	3.3.
			See 1.3	See 1.3	See 1.3	See 1.3	See 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	

4. FCAT 2.0: Points for st learning gains in mathema		vest 25% making	4.1.	4.1.	4.1.	4.1.	4.1.	
Mathematics Goal #4: Points earned from students making learning gains on the 2013 FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 70	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
Reading will increase from 64 points to 67 points.			4.2.	4.2.	4.2.	4.2.	4.2.	
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
			4.3	4.3.	4.3.	4.3.	4.3.	
			See 1.3	See 1.3	See 1.3	See 1.3	See 1.3	
Based on the analysis of studer "Guiding Questions", identify an for the follow			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Eva	luation Tool
Based on Ambitious but Achie (AMOs), Reading and Math Perfor		Measurable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achieval Objectives (AMOs). In six achievement gap by 50%. Math Goal #5								
5A. Student subgroups by Hispanic, Asian, American I progress in mathematics	ethnicity (Wh Indian) not ma	ite, Black, aking satisfactory	5A.1. White: Black:	5A.1.	5A.1.	5A.1.	5A.1.	

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Mathematics Goal #5A: In grades 3-5, 42% of the following All Curriculum Black students will score a Level 3 or higher on the 2013 FCAT Math. In grades 3-5, 44% of the following All Curriculum Hispanic students will score a Level 3 or higher on the 2013 FCAT Math.	Level of Performance:* White: Black:36% Hispanic:50% Asian: American	Level of Performance:* White: Black:42% Hispanic:44%	Hispanic: Asian: American Indian: See 1.1	See 1.1	See 1.1 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check Check	See 1.1 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check Check	See 1.1
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
			See 1.3	See 1.3	See 1.3	See 1.3	See 1.3
Based on the analysis of student ac "Guiding Questions", identify and do for the followi	efine areas in need		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 Disadvanta		not making	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
satisfactory progress in math Mathematics Goal #5B: In grades 3-5, 43% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient swill decrease by 5% in 2013. (Safe Harbor	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 43%	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
Target- 44%)			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			See 1.2	See 1.2	See 1.2	See 1.2	See 1.2

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5B.3. 5B.3. 5B.3. 5B.3. 5B.3. See 1.3 See 1.3 See 1.3 See 1.3	5B.3.
	See 1.3
Based on the analysis of student achievement data, and reference to Anticipated Barrier Strategy Fidelity Check Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement for the following subgroup: Who and how will the fidelity be monitored? How will the evaluation tool dat be used to determine the effectiveness of strategy?	a
5C. English Language Learners (ELL) not making 5C.1. 5C.1. 5C.1. 5C.1.	5C.1.
satisfactory progress in mathematics.	
Mathematics Goal #5C: Level of Level of Performance:* See 1.1 See 1.1 See 1.1	See 1.1
In grades 3-5, 60% ELL All	
Curriculum students will score 58%(5) 60%(10)	
a Level 3 or above on the 2013	
FCAT Math Test (Safe Harbor Target- 48%)	
5C.2. 5C.2. 5C.2. 5C.2.	5C.2.
See 1.2 See 1.2 See 1.2 See 1.2	See 1.2

5C.3. 5C.3. 5C.3.	5C.3.
See 1.3 See 1.3 See 1.3 See 1.3	See 1.3
Based on the analysis of student achievement data, and reference to Anticipated Barrier Strategy Fidelity Check Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and define areas in need of improvement Who and how will the How will the evaluation tool da	
for the following subgroup: fidelity be monitored? be used to determine the effectiveness of strategy?	
5D. Student with Disabilities (SWD) not making 5D.1. 5D.1. 5D.1. 5D.1.	5D.1.
satisfactory progress in mathematics.	
See 1.1 See 1.1 See 1.1 See 1.1	See 1.1
Mathematics Goal #5D: 2012 Current Level of Level of Level of	
Performance:* Performance:*	

In grades 3-5, 42% Black All Curriculum students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 6% in 2012. (Safe Harbor Target-42%)	42%			
				5D.2. See 1.2
				5D.3 See 1.3

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Profe	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC Leader PD Participants (e.g., PLC, subject, grade level, or school-wide) PD Facilitator and/or PLC Leader PD Participants (e.g., Early Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitoring Person or Position Responding for the following person or Position Responding for t										
Lesson Planning	K-5	Erika Frazier	School wide	Beginning of school year	I()hearvatione	Math Resource Assistant Principal				
Place Value	K-2	District	K-2	Early Release Mondays	IC) heart/ations	Math Resource Assistant Principal				
Math Powerful Planning	K-5	District	K-5	Early Release Mondays	IC) hservations	Math Resource Assistant Principal				

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement da "Guiding Questions", identify and define an improvement for the following gr	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool			
1. FCAT 2.0: Students scoring proficion science. Science Goal #1: 46% of the 5th Grade students will score at level 3 or above on the 2013 FCAT Science Assessment, resulting in an increase of 5%.	2013 Expected Level of Performance:* 43%(34)	I.I. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data. -Not familiar with new series.	Strategy: Student's comprehension of course content/standards increases through teacher's use of data to inform instruction. Modeling and Coaching Science with the Science Coach Staff trainings Purposeful Planning Training and Science Notebook Training Teachers attend district content trainings Compete in Science Olympics and Science Fair Long term investigations Small group tutoring 5 Day Vocabulary Plan	into administration. Administration provides feedbackEvidence of strategy in teachers' lesson plans seen during administration walk throughEET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Admin. and Peer/Mentor) -School based informal walk- through form which	I.I. Teacher level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instructionTeachers maintain their assessments in the on-line grading systemTeachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC.	2-3x Per Year District Formative Science Tests During Grading Period Assessments Lesson Planning Science Notebooks Informal Assessments		

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_		1	
Action Steps- Plan	Check	3. To what degree are we	
		making progress towards	
 PLCs identify the 		our SMART goal?	
essential skills and	and Our elier or Denie -	4. Are there skills that need	
learning targets for the	2 [™] Grading Period	to be re-taught in a whole	
upcoming unit of	<u>Check</u>	lesson to the entire class?	
instruction. PLC's answer			
		5. Are there skills that need	
the question "What do we	ard Crading Pariod	to be re-taught as mini-	
want our students to		lessons to the entire class?	
,	<u>Check</u>	6. Are there skills that need	
4d) Specifically, PLC's		to be re-taught to targeted	
reflect on the following		students?	
questions:		7. How do report and share	
- Does the assessment		our results with the	
match the intended		leadership team?	
essential learnings and			
learning targets? (EET		Leadership Team Level	
Rubric 1f)		-PLC facilitator with share	
-Are we going to use an		data with their grade level	
assessment from our		RTI chairperson. The	
adopted content		chairperson will consult with	
materials? Will we use all		grade level teachers to	
the questions? Will we		assist with Tier 2	
drop some of the		differentiated instructional	
questions? Do we need to		strategies and assessment	
add additional questions?		pieces for targeted students.	
- If using a rubric, have we		Once data is collected for	
come to consensus what		targeted student(s), the	
each level of the rubric		teacher will meet with the	
looks like?		Problem Solving Leadership	
-How will we explain to		Team to discuss progress or	
students what they are		further needs. This data will	
expected to learn in order		be used to plan for future	
to demonstrate mastery on		supplemental instruction.	
the assessment? How will		1	
we explain to students the		1st Grading Period Check	
performance standards by			
which their learning will be			
evaluated?		2 nd Grading Period Check	
-How will we involve the		Z Grading Period Check	
student in self-assessment			
data in order to evaluate			
student growth? (EET		3 rd Grading Period Check	
Rubric 1f,4d)		<u> </u>	
11,74			
-PLC's write a SMART			
goal for the upcoming unit			

of instruction. (For
example, on the first
assessment of the grading
period, 75% of the
students will score an 80%
or above on each unit of
instruction.) (EET Rubric
1c,4d)
1.5, 1.2,
-As a professional
development activity in
their PLC's, teachers plan
for Differentiated
Instruction using data from
previous assessments to
guide student groupings.
DolChook
Do/Check
Teachers in the classroom
-PLC teachers instruct
students using the core
curriculum, incorporating
effective strategies and
Differentiated instruction
activities discussed at their
PLC meetings.
-At the end of the unit,
teachers give a common
assessment identified from
the core curriculum
material. (EET Rubric 3d)
Check/Act
Teachers/PLC after the
common assessment
-Teachers bring
assessment data back to
the PLC's. (EET Rubric
3d,4d)
-Based on the data,
teachers reflect on their
own teaching. (EET Rubric
4a)
Based on the data,
teachers discuss
Differentiated Instruction
strategies that were
g

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effective. (EET Rubric 4a, 4d) Hassed on the data, Heachers: a) decide what skills need to be re-taught in a whele lesson to the entire class, b) decide what skills need to be re-taught to targeted what skills need to be re-taught to targeted students. (EET Rubric 1b, 1c) HPLC's discuss Differentiated Instruction strategies for re-teaching of essential skills. PLC's discuss how the data will be used to Differentiated Instruction strategies for re-teaching of the upcoming lesson. After the assessment, eachers provide timely feedback and students use the feedback to enhance their learning (EET Rubric 3d) I.2. Lack of common planning time to public feedback to enhance their learning (EET Rubric 3d) I.2. Stratsqy Student comprehension of the upcoming lesson. After the assessment, teachers provide timely reachers reflect on lessons and save learning the course of data to enhance their learning (EET Rubric 3d) I.2. Frincipal Teachers reflect on lessons butting the unit cliniquisms of the provide timely the course of data to enhance their learning (EET Rubric 3d) I.2. Frincipal Teachers reflect on lessons butting the unit cliniquisms of the provide timely the course of data to enhance their learning (EET Rubric 3d) I.2. Frincipal Teachers reflect on lessons butting the unit cliniquisms of the uni	,	1			ı		1
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			- Lack of understanding	mid-year, nine week			
limplement the mini lease annually leading traction well. As a segment date recorded limini lease a skille as yeard							
implement the mini assessments and daily administration walk assessment data recorded imini resson skills covered			implement the mini	assessments and daily	administration walk	Assessment data recorded	mini lesson skills covered
lessons within the classwork) . throughs. in PLC data base (excel during the nine weeks.			lessons within the	classwork) .	throughs.	in PLC data base (excel	during the nine weeks.

	District as a size of an ability		EET (
	District pacing guide.	l	-EET formal	spread sheet).	
	-No Science Resource	Action Steps	evaluations	-For the mini-assessments,	
	Teacher to lead efforts	Plan	EET pop-ins	PLCs will chart the increase	
	-No formal assessments	Planning/PLC's before the		in the number of students	
	aligned with	lesson	Peer/Mentor)	reaching at least 80%	
	benchmarks and	-PLC's identify essential	-EET formal	mastery on each mini-	
	calendars	tested	observations(Admin.		
	Calcillais			-For each class, PLC's chart	
			and Peer/Mentor)		
		ks for their students that	-School based	their overall progress	
			informal walk-	towards the SMART goal.	
		reinforcement. (EET	through form which	-After each assessment,	
		Rubric 1b,1c,4a,4d)		PLC's will ask the following	
		-Teachers discuss how to	SIP strategies.	questions:	
		correlate mini lessons with	_	1. Are there skills that need	
		core curriculum.		to be re-taught in a whole	
		-Based on the data, PLC's		lesson to the whole class?	
		develop a 1-2 week		2. Are there skills that need	
		projected		to be re-taught as a mini-	
		timeline/calendar for		lesson to the entire class	
		teaching the essential		using a different teaching	
		skills and/or standards		technique?	
		covered in the core		3. Are there skills that need	
		curriculum. (EET Rubric		to be re-taught to targeted	
		1b,1e,4d)		students?	
		-As a professional develop		4. How do we report and	
		activity in their PLC's,		share our results with the	
		teachers identify (using		Leadership team?	
		district resources and			
		curriculum resources)		Leadership Team Level	
		and/or develop mini		-PLC facilitator with share	
		•			
		lessons and mini		data with their grade level	
		assessments for		RTI chairperson. The	
		benchmarks. PLC's will		chairperson will consult with	
		use a combination of		grade level teachers to	
		district and school		assist with Tier 2	
		generated mini lessons		differentiated instructional	
		and mini assessments.		strategies and assessment	
		(EET Rubric 1e,1d,1f,4d)		pieces for targeted students.	
		-Teachers discuss		Once data is collected for	
		strategies for teaching the		targeted student(s), the	
		mini lessons.		teacher will meet with the	
				Problem Solving Leadership	
		Do/Check		Team to discuss progress or	
		Teachers in the classroom		further needs. This data will	
		-Teachers implement the		be used to plan for future	
		mini lessons and the mini		supplemental instruction.	
		assessments to the whole			

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	Т .	1	1	
	group or targeted		-The Problem Solving	
	students.		Leadership Team 1)	
			reviews FAIR OPM data to	
	Check/Act		determine the percentage of	
	Teachers/PLC's after the		students scoring medium to	
	mini assessments		high and 2) reviews course-	
	-Teachers bring		generated nine week	
	assessment data back to		assessment that includes all	
	the PLC's. (EET Rubric		skills covered during the	
	4d)		nine week period.	
	-Based on the data,			
	teachers reflect on their		-The PSLT will review	
	own teaching. (EET Rubric		assessment data for positive	
	4a)		trends at a minimum of once	
	-As a professional			
			per nine weeks.	
	development activity in			
	their PLC's, teachers use			
	the mini assessment data			
	and classroom			
	assessments to adjust the			
	mini lesson			
	timeline/calendar.			
	-If needed, Differentiated			
	Instruction -assessments			
	are given to targeted			
	students as Tier 1			
	interventions.			
	-Based on mini			
	assessment data, skills			
	are moved to a			
	maintenance or re-			
	teaching schedule. (EET			
	Rubric 1b,3c,3e,4d)			
	-After the assessment,			
	teachers provide timely			
	feedback and students			
	use the feedback to			
	enhance their learning.			
	(EET Rubric 3d)			
1.2	1.2	1.2	1.2	1.2
1.3.	1.3.	1.3.	1.3.	1.3.
-Students lack adequate		X X 71		2-3x Per Year
de-coding skills		Who	<u>Teacher Level</u>	
-limited exposure to		-Principal	-Classroom Walkthroughs	-Mid-Year Assessments
necessary science	increases with participation	-AP	-Assessment Meetings	
vocabulary and terms	in higher order thinking	-Resource Teachers	-Teachers reflect on lessons	
	questioning		during the unit citing/using	
• • • • • • • • • • • • • • • • • • • •	1		during the unit citing/using	

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	. 1 . //// / / 2	**		1
home environment	1 1		specific evidence of learning	
-Students lack basic	Knowledge to promote		and use this knowledge to drive	
comprehension skills		administration.	future instruction.	-Student Work
-Students begin the	problem-solving skills. This			Student conference sheets
year one to two years	strategy will be implemented	provides feedback.	students' progress towards	-Teacher anecdotal records
behind grade level	across all content areas. For	-Evidence of strategy	mastery.	-Benchmark assessments
-	this strategy, teachers	in teachers' lesson		
	implement a variety or series	plans seen during	PLC Level	
	of questions/prompts to	administration walk	-Weekly PLCs	
	challenge students	throughs.	-Leadership Team Level	
	cognitively, advance high	-EET formal		
	level thinking and discourse,		-Success Team Meeting	
		EET pop-ins (Admin.	-PLC's calculate the average	
		1D (M ()	unit assessment score for all	
	(EET KUUTIC TE, 50)	EEE C 1	their students across the PLC	
	A -4: G4		per class.	
	Action Steps	observations(Admin.	-PLC's discuss how to report	
	Plan	and Peer/Mentor)	and share the data with the	
	- <u>Teacher P.D. for General</u>	-School based	leadership team.	
	<u>Higher Order</u>	informal walk-through	-Data is used to identify higher	
	-Teacher attends school	form which includes	order activities in future	
	based professional	the schools SIP	lessons.	
		strategies.		
	higher order questioning		Leadership Team Level	
	strategies and apply those	First Nine Week	-Leadership team determines	
	strategies in the classroom.	Check	what specific data will be	
	-The instructional coach(s)		reported to the leadership team.	
	and resource teachers provide		-Leadership team determines	
	support in higher order	Second Nine Week	and maintains a school-wide	
	strategies.	C11-		
	Planning/PLC's before the		data system to track student	
	lesson		progress.	
	-PLC's identify the common	Third Nine Week	-PLC facilitator shares data	
	assessment for the upcoming		with the Problem Solving	
	unit of instruction. PLC's	CHOCK	Leadership team.	
	answer the question, "How		-PSLT uses data to evaluate the	
			effectiveness of strategy	
	do we know if they have learned it/"		implementation, supplemental	
			instruction for targeted students	
	-Within PLC's, teachers		and future professional	
	discuss how to scaffold		development for teachers.	
	questions and activities to		_	
	meet the differentiated needs			
	of students for upcoming			
	lesson.		First Nine Week Check	
	-Teachers design higher			
	order questions to increase			
	rigor in lesson plans and			
	promote student accountable			

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talk. (EET Rubric 1a,1b,	Second Nine Week Check
	Second Nine week Check
1e,1f,3b,4a,4d)	
-Within PLC's, teachers plan	
and write for higher order	
questions in upcoming	Third Nine Week Check
lessons (EET Rubric	
1a,1b,1c,1e,3b,4d)	
14,10,10,10,50,44)	
Do/Check	
Teachers in the classroom	
-During the lesson, teachers	
frequently ask higher order	
questions. The teacher	
responds to the students'	
correct answers by probing	
for higher-level	
understanding in an effective	
manner. (EET Rubric 1b, 3b,	
3e)	
-During the lesson, teachers	
successfully engage all	
students in the discussion.	
(EET Rubric 1b,3b,3e)	
-Students formulate many of	
the high level questions and	
ensure that all voices are	
heard. (EET Rubric 3b)	
-Students are provided with	
opportunities to reflect on	
classroom discussion and	
discourse to increase	
understanding of learning	
objectives. (EET Rubric	
1c,3a,3b,3c)	
-At the end of the unit,	
teachers administer the	
common assessment.	
Check/Act	
PLC's after the common	
assessment	
-Teachers bring their	
common assessment data	
back to the PLC's.	
-Based on the data, teachers	
reflect on their own teaching.	
(EET Rubric 4a)	

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		-Using the data, effective			
		higher order strategies and			
		techniques are identified,			
		discussed, and modeled in			
		order to implement techniques in future lessons.			
		(EET Rubric 1c,1f,4a,4d,4e)			
		-After the assessment,			
		teachers provide timely			
		feedback and students use the			
		feedback to enhance their			
		learning. (EET Rubric 3d)			
		Administrators/Leadership			
		<u>team</u>			
		-Through walkthroughs,			
		teachers are identified that			
		excel in higher order thinking questioning techniques in			
		order to set up demonstration			
		classrooms. (EET Rubric			
		4d,4e)			
		-Classroom coverage is			
		provided for teachers to			
		attend demonstration			
		classrooms. EET Rubric 4e)			
		-The higher order strategy is			
		on the Leadership team's agenda in order to discuss			
		strategy implementation,			
		concentrating on barriers and			
		how they can be overcome.			
		Whole Faculty			
		Throughout the school year,			
		teachers will participate in faculty SIP reviews where			
		teachers showcase higher			
		order thinking effective			
		strategies.			
Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and define areas in need of			Who and how will the	How will the evaluation tool data	
improvement for the following group:			fidelity be monitored?	be used to determine the effectiveness of strategy?	
2. FCAT 2.0: Students scoring Achievement Levels 4	2.1.	2.1.	2.1	2.1.	2.1.
or 5 in science.					
				See 1.1	See 1.1

	Level of	2013Expected Level of Performance:*	See 1.1	See 1.1	See 1.1	1 st Grading Period Check	
above proficiency in science, which results in	6%(5)	9%(7)				2 nd Grading Period Check	
a 3% increase.					1 st Grading Period Check	3 rd Grading Period Check	
					2 nd Grading Period Check		
					3 rd Grading Period Check		
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
PD Content /Topic and/or PLC Focus	PD Content /Topic PD Facilitator PD Participants Target Dates and Schedules							
Science Notebook Training	K-5	District	ISCHOOL WILD	Early Release Mondays/Faculty	Observations	Science Resource Science Department		

				Meetings		Assistant Principal
Science Purposeful				Early Release		Science Resource
Planning	K-5	District		Mondays/Faculty Meetings		Science Department Assistant Principal
Trajectory Training	K-5	Science Resource	School wide	Weekly PLCs	Observations	Science Resource Science Department Assistant Principal

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts (Goals		Problem-Solving Pr	rocess to Increas	e Student Achievement	
Based on the analysis of student achievement data "Guiding Questions", identify and define are improvement for the following groups of the control of the co	eas in need of	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
improvement for the following ground in the following ground ground in the following ground in the following ground in the following ground in the following ground gr	oup:	and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers do not have confidence using holistic scoring methods - Teachers lack sufficient time to score student papers - Teachers lack common planning time to meet in PLCs to discuss common deficiencies in writing - students who are struggling in Reading are most likely struggling in Writing	1.1. Strategy -Student comprehension of course content/standards increases through teacher's use of data to inform instruction. Specifically, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, curriculum assessments and daily classwork). Action Steps Plan	I.1. Who -Principal -AP -Resource Teachers How -PLC logs turned into administration. Administration provides feedbackEvidence of strategy in teachers' lesson plans seen during administration walk throughsEET formal evaluations EET pop-ins (Admin. and Peer/Mentor) -EET formal observations(Adm	be used to determine the effectiveness of strategy? 1.1. Teacher level Teachers reflect on lessons during the unit	Student monthly demand writes, student daily drafts, conferencing notes
			that need remediation and/or reinforcement. (EET Rubric	through form	chart their overall progress towards the SMART goalAfter each assessment, PLC's will ask the following questions:	

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lessons with core	schools SIP	1. Are there skills that	
	strategies.	need to be re-taught in a	
-Based on the data,	strategies.	whole lesson to the whole	
PLC's develop a 1-2		class?	
		2. Are there skills that	
week projected			
timeline/calendar for	<u>Check</u>	need to be re-taught as a	
teaching the essential		mini-lesson to the entire	
skills and/or standards	and Our elline	class using a different	
	2 nd Grading	teaching technique?	
curriculum. (EET Rubric	<u>Репоа Спеск</u>	3. Are there skills that	
1b,1e,4d)		need to be re-taught to	
-As a professional		targeted students?	
		4. How do we report and	
PLC's, teachers identify		share our results with the	
(using district resources		Leadership team?	
and curriculum			
resources) and/or		<u>Leadership Team Level</u>	
develop mini lessons		-PLC facilitator with share	
and mini assessments		data with their grade level	
for benchmarks. PLC's		RTI chairperson. The	
will use a combination		chairperson will consult	
of district and school		with grade level teachers	
generated mini lessons		to assist with Tier 2	
and mini assessments.		differentiated instructional	
(EET Rubric		strategies and	
1e,1d,1f,4d)		assessment pieces for	
-Teachers discuss		targeted students. Once	
strategies for teaching		data is collected for	
the mini lessons.		targeted student(s), the	
		teacher will meet with the	
Do/Check		Problem Solving	
Teachers in the		Leadership Team to	
classroom		discuss progress or	
-Teachers implement		further needs. This data	
the mini lessons and		will be used to plan for	
the mini assessments		future supplemental	
to the whole group or		instruction.	
targeted students.		mistraction.	
largoted students.		-The Problem Solving	
Check/Act		Leadership Team 1)	
Teachers/PLC's after		reviews FAIR OPM data	
the mini assessments		to determine the	

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assessment data back to the PLC's. (EET Rubric 4d) -Based on the data. teachers reflect on their own teaching. (EET Rubric 4d) -As a professional development activity in their PLC's, teachers use the mini assessment data and classroom assessment data and classroom assessment data and classroom assessment data and classroom assessment data and in time fire claims are given to targeted students as Tier 1 interventionsBased on the data. are given to targeted students as Tier 1 interventionsBased on mini assessment data, skills are moved to a maintenance or reteaching schedule. (EET Rubric 1b, 5a, 5a, 4d) -After the assessment, teachers provide timely feedback and students use the freedback to enhance their learning. (EET Rubric 3d) -1.2Teachers lack Strategy: Who Teachers reflect on their and and assessment falt includes assessment data, assessment data for positive trends at a minimum of once per nine weeksThe PSLT will review assessment data for positive trends at a minimum of once per nine weekThe PSLT will review assessment data for positive trends at a minimum of once per nine weekThe PSLT will review assessment data for positive trends at a minimum of once per nine weekThe PSLT will review assessment data for positive trends at a minimum of once per nine weekThe PSLT will review assessment data for positive trends at a minimum of once per nine weekThe PSLT will review assessment data for positive trends at a minimum of once per nine weeksThe PSLT will review assessment data for positive trends at a minimum of once per nine weeksThe PSLT will review assessment data for positive trends at a minimum of once per nine weeksThe PSLT will review assessment data for positive trends at a minimum of once per nine weeksThe PSLT will review assessment data for positive trends at a minimum of once per nine weeksThe PSLT will review assessment data for positive trends at a minimum of once per nine weeksThe PSLT will safe view assessment data for positive trends at a minimum of	i e		I		į –
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common planning time Student's -Principal -Teachers reflect on demand writes, student			1.2.	1.2.	1.2.
common planning time Student's -Principal -Teachers reflect on demand writes, student					
					Student monthly
	common planning time	Student's	-Principal	-Teachers reflect on	demand writes, student
ito ineet in FLOs to pointprenension of FAP lessons during the unit idaily draits,		comprehension of	-AP	lessons during the unit	daily drafts,

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	discuss common	course	-Reading Coach	citing/using specific	conferencing notes
		content/standards	-Subject area	evidence of learning and	contending notes
	- students who are	increases through	leaders	use this knowledge to	
		teacher's use of data to		drive future instruction.	
			teachers	-Teachers maintain their	
	are most likely	inform instruction.	leachers		
	struggling in Writing	Specially, teachers use	l la	assessments in the on-	
			How DIG 1 1	line grading system.	
			-PLC logs turned	-Teachers use the on-line	
		Instruction (DI) as a	into	grading system data to	
		result of the common	administration.	calculate their students'	
			Administration	progress towards the	
		the mastery of essential		SMART Goal developed	
		skills.	feedback.	in their PLC.	
			-Evidence of	-Teachers chart their	
			strategy in	student's individual	
				progress towards the	
			plans seen during	SMART goal(s).	
			administration		
				PLC Level	
			-EET formal	-Using the individual	
			evaluations	teacher data, PLC's	
			EET pop-ins	calculate the SMART goal	
			(Admin. and	data across all classes.	
			Peer/Mentor)	-For each class, PLC's	
			-EET formal	chart their overall	
			observations(Adm	progress towards the	
			in. and	SMART goal.	
			Peer/Mentor)	-After each assessment,	
				PLC's will ask the	
			informal walk-	following questions:	
			through form	1. How are we using data	
				to inform our instruction?	
			schools SIP	2. What barriers to	
			strategies.	implementation are we	
				facing and how will we	
				address them?	
				3.To what degree are we	
				making progress towards	
				our SMART goal?	
				4. Are there skills that	
				need to be re-taught in a	
				whole lesson to the entire	
		L	l .	WINDIC ICSSOIT TO THE BITTIE	

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

	1.3.	1.3.	class? 5. Are there skills that need to be re-taught as mini-lessons to the entire class? 6. Are there skills that need to be re-taught to targeted students? 7. How do report and share our results with the leadership team? Leadership Team Level -PLC facilitator with share data with their grade level RTI chairperson. The chairperson will consult with grade level teachers to assist with Tier 2 differentiated instructional strategies and assessment pieces for targeted students. Once data is collected for targeted student(s), the teacher will meet with the Problem Solving Leadership Team to discuss progress or further needs. This data will be used to plan for future supplemental instruction.	1.3.

Writing/Language Arts Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring				
MOODLE	2-5	Online	Grade Level Specific	Ongoing upon completion	Inservice Points and Discussions during PLCs	Writing Resource and Assistant Principal				
Rubric Training	2 nd and 4 th grade	District	Grade Level Specific	Staff Reading	Inservice	Writing Resource and Assistant Principal				

End of Writing Goals

Attendance Goal(s)

A 44 -		>		Problem-solvi	ng Process to In	crease Attendance	
	ndance Goal(1 10016111-50171			
Based on the analysis of a Questions", identify an			Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance		1.1.	1.1.	1.1.	1.1.	1.1.	
Unexcused absences will decrease from 179 in 2011-2012 to 170 in 2012-2013.	2012 Current Attendance Rate:* 93% 2012 Current Number of Students with Excessive Absences (10 or more) 179 2012 Current Number of Students with Excessive Tardies (10 or more) 0	2013 Expected Attendance Rate:* 94% 2013 Expected Number of Students with Excessive Absences (10 or more) 170 2013 Expected Number of Students with Excessive Tardies (10 or more) 0	significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendanceLack of time to focus on attendance -Lack of staff to focus on attendance incentives permitted at school sites -Lack of parent involvement and communication	homerooms within the grade levels and individual incentives for monthly perfect attendance Morning show monthly raffles The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive	meetings every 20 days with appropriate reports AP will maintain data base with: Social Worker Guidance Counselors First Nine Week Check Second Nine Week Check Third Nine Week Check	examine data monthly and look for repeat patterns and trends First Nine Week Check Second Nine Week	Administration Team and subset of PSLT will examine data monthly and look for repeat patterns and trends First Nine Week Check Second Nine Week Check Third Nine Week Check

		put an attendance reward program in place to reward attendance. School Psychologist will meet weekly with attendance group of targeted children			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Profe	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring				
Attendance goals and incentive plan/SIP Goals	K-5	School Social Worker/SIP Coordinator	School wide	Once a month after school	IATTENDANCE PENORT	School social worker/SIP Coordinator				
Staff Trainings	K-5	SIP Coordinator	Instructional Staff	Once a month after school	Attendance report	SIP Coordinator				

End of Attendance Goals

Suspension Goal(s)

Suspension Goal	(s)	Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and Questions", identify and define areas in ne		Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Suspension Suspension Goal #1: 2012 Total Number of In -School Suspensions Out-of-Suspensions will 1. Suspension Suspension A	Number of In- School Suspensions	involvement -Not enough mentors to review rules and	Behavior Support (PBS) will be implemented to	subgroup <u>First Nine Week</u>	subgroup with review data on Office Discipline	I.I. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data.

149 in 2012-2013. -The total number of students receiving suspension Out-of-School will decrease from 93 in 2012-2013 to 87 in 2013-2014.	of Students Suspended In-School n/a 2012 Number of Out- of-School Suspensions 152 2012 Total Number of Students Suspended Out- of- School	Number of Students Suspended In -School n/a 2013 Expected Number of Out-of-School Suspensions 149 2013 Expected Number of Students Suspended Out- of-School	-Monitoring teacher effectiveness of school-wide behavior plan	staff in methods for teaching and reinforcing	Week Check	monthly. First Nine Week Check Second Nine Week Check Third Nine Week Check	
	93	87					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.										
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
Bullying overview	K-5	Lahna Tate/SIP Coordinator	All K-5 Faculty and Staff	August 2013	Positive Behavior Supports tracking form	PBS team and Administration					
Positive Behavior Supports	K-5	Lahna Tate/SIP Coordinator	All K-5 Faculty and Staff	August 2013	Positive Behavior Supports tracking form	PBS team and Administration					
Mentoring Students	K-5	SIP Coordinator	Students designated by administration	August 2014	Positive Behavior Supports tracking form	PBS team and Administration					

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goa	ıl(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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Enter narrative for the goal in this box. Dropout Rate:* Dro 2012 Current 201	13 Expected opout Rate:*	1.1.	1.1.	1.1.	1.1.	1.1.		
		1.2.	1.2.	1.2.	1.2.	1.2.		
		1.3.	1.3.	1.3.	1.3.	1.3.		

Dropout Prevention Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity											
	Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic											
PD Content /Topic and/or PLC Focus	PD Facilitator PD Participants				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 Involv	rement Goal(s)		Problem-sol	ving Process to P	arent Involvement			
	nvolvement data, and referenc fy and define areas in need of vement:	e to Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement		1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1	<u>:</u>							
See PIP	2012 Current level of Parent Involvement:* 2013 Expec level of Par Involvemen	ent						
	,	1.2.	1.2.	1.2.	1.2.	1.2.		
		1.3.	1.3.	1.3.	1.3.	1.3.		
Parent Involv	rement Goal(s)		Problem-solving Process to Parent Involvement					
5 2	nvolvement data, and referenc fy and define areas in need of vement:	e to Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal #2	<u>:</u>							
See PIP	2012 Current level of Parent Involvement:* 2013 Expect level of Parent Involvement	ent						
		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)

Health and Fitness Goal(s)

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

Addition	al Goal(s)			Problem-Solving P	rocess to Increase	e Student Achievemen	t
	Based on the analysis of school data, identify and define areas in need of improvement:			Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Increase the number of	2012 Current Level :* 88%	2013 Expected Level:* 98%	-Students not eating healthy at home -Not enough time in the day for TDPE	1. Students will engage in the equivalent of one	Principal Guidance Counselor First Nine Week Check Operational Second Nine Week Check Check Third Nine Week Checl	-Classroom walkthrough -Monitoring teachers schedules First Nine Week Check Operational	1.1. Student schedules -Master schedule
		1	1.2.	Health and physical activity initiatives developed and	2. H.E.A.R.T. team.	2. H.E.A.R.T. team notes/agendas	2. Healthy Fitness Zone post-test

		school's H.E.A.R.T. team. Schools can personalize this objective by listing initiatives that the HEART team will implement.	Check Emerging Second Nine Week	First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	
	1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC, subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., Frequency of meetings) Strategy for Follow-up/Monitoring Person or Position Responsible 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 Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "Articulation and alignment occurs between and among all levels (under Teaching and Learning)" will increase from 75% in 2012 to 80% in 2013.	2012 Current Level :* 75%	Level :*	- Note enough time for PLC's	1.1. -Monthly Vertical PLC's to align the curriculum and grade level expectations	-Principal -AP -Team Leaders -PSLT Team First Nine Week Check		1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.
			1.2.	1.2.	1.2.	1.2.	1.2.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

	te Assessment: Students	A.1.	A.1.	A.1.	A.1.	A.1.
scoring proficient i	n reading (Levels 4-9).	See 1.1 in Reading				
100% of our students will score a proficient level between 4-9 on the Florida Alternate	2012 Current Level of Performance:* 2013 Expected Level of Performance:* Performance:* 100% (19) (11)					
Assessment in Reading.		A.2.	A.2.	A.2.	A.2.	A.2.
Reading.		See 1.2 in Reading				
		A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternat	oc 1100coomicite.	В.1.	В.1.	B.1.	В.1.	B.1.
Percentage of stude Gains in reading.	ents making Learning	See 1.1 in Reading				
Reading Goal B: The number of	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
learning gains on	14% 25%(3) (2)					
Assessment will increase from 14% to 20%.						
		B.2.	B.2	B.2.	B.2.	B.2.
		See 1.2 in Reading				
		B.3.	В.3.	B.3.	B.3.	B.3.

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA	A 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.		Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring profici	ent in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
45% of the students will	2012 Current Percent of Students Proficient in Listening/Speaking: 40% (16)	Language Barrier	Offer monthly reading nights with bilingual books. Action Steps:	How Assessments 1 st Grading Period Check	Monitor classroom teacher ESOL trainings PLC/Department Level	2-3x Per Year FAIR During Grading Period Running Records	
				<u>Check</u>	3 rd Grading Period Check		
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Students read in English at grade level text i non-ELL students.	n a manner similar to Anticipated Ba	arrier Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in R	eading. 2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: 2012 Curre	nt Percent of Students n Reading: Language Bar	Strategy:	Who ELL aide Reading Coach How Assessments 1st Grading Period Check	Teacher Level Monitor classroom teacher ESOL trainings PLC/Department Level Assessment Meetings Leadership Team Level	2-3x Per Year FAIR During Grading Period Running Records
	2.2	h a	- h a	h a	5.2
	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 ELL students.	manner similar to non- Anticipated Ba	arrier Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in W	riting. 2.1.	2.1.	2.1.	2.1. Toochar Laval	2.1. 2.2v Por Voor
	Language Bar	Strategy: rier Offer monthly reading/writing nights with bilingual books.	<u>Who</u> ELL aide Reading Coach	Monitor classroom teacher ESOL trainings	2-3x Per Year FAIR During Grading Period

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

			<u>How</u>	PLC/Department Level	Running Records
			Assessments	Assessment Meetings	
		Small groups working with ELL aide		Leadership Team Level	
		Teacher ESOL trainings.		Monitor ESOL strategies in PLCs	
				1 st Grading Period Check	
			2 nd Grading Period Check	2 nd Grading Period Check	
			3 rd Grading Period		
				3 rd Grading Period Check	
	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

reference to "Guiding Que	f student achievement dat estions", identify and defi- nent for the following gro	ine areas	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate			F.1.	F.1.	F.1.	F.1.
scoring at in mathen	natics (Levels 4-9).					
Mathematics Goal F:	2012 Current 2013 Ex	See 1.1 Math	See 1.1 Math	See 1.1 Math	See 1.1 Math	See 1.1 Math
Maniemanes Goar 1.	Level of Level of					
100% of our	Performance:* Perform					
students will score a proficient level	100% 100	0%				
between 4-9 on the Florida Alternate	(19) (11)				
Assessment in		F.2.	F.2.	F.2.	F.2.	F.2.
Reading.		See 1.2 Math	See 1.2 Math	See 1.2 Math	See 1.2 Math	See 1.2 Math

		F.3.	F.3.	F.3.	F.3.	F.3.
		0.1	la 1	la i		
of students making i mathematics.						G.1. See 1.1 Math
G:	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
The number of students making learning gains in math on the Florida	13% 17% (3)					
Alternate Assessment will increase from 13% to 17%.						
		G.2.	G.2.	G.2.	G.2.	G.2.
		See 1.2 Math				
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		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.
		2013 Expected					
Enter narrative for the goal in this box. Level of Performance:* Enter numerical data for current level of performance in this box. Level of Performance:* Enter numerical data for expected level of performance in this box.							
			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)).

<u> </u>	•		admits the percentage represents next to the percentage (e.g. 70% (55%).					
Biology 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	
K. Students scoring in the middle or upper third (proficient) in Biology.		1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Gour II.	Level of	2013 Expected Level of Performance:*						
			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	
L. Students scoring in upper third in Biology.		1010g;1	2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goar E.	Level of	2013 Expected Level of Performance:*					
oox.							
			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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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:	1.1.	1.1.	1.1.	1.1.	1.1.		
46% of the 5th Grade students will score at level 3 or above on the 2013 FCAT Science Assessment, resulting in an increase of 5%.	See 1.1 Science	See 1.1 Science	See 1.1 Science	See 1.1 Science	See 1.1 Science		
	1.2.	1.2.	1.2.	1.2.	1.2.		
	See 1.2 Science	See 1.2 Science	See 1.2 Science	See 1.2 Science	See 1.2 Science		
	1.3.	1.3.	1.3.	1.3.	1.3.		

STEM Professional Development

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

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 the number of Career Technical Student Organization chapters from 5 in 2011-2012 to 8 in 2012- 2013.		Increase student participation in CTSO competitions/events.		Aggregate and analyze the data every quarter to develop next steps	Log of number of CTSO events Log of number of students who attend CTSO events	
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

CTE Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity										
			Please note that each Strategy does not	require a professional developmer	nt 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					
Establishing or growing a CTSO.	K-5	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher					

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status					
Priority	Focus	⊠Prevent			

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

School Advisory Council (SAC)

SAC Membership Compliance

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

⊠ Yes	□ No
If No, describe the m	neasures 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			
School Improvement Coordinator	Helps to reach SIP goals for the school, monitors SIP, helps to keep teachers informed through staff trainings, Increase Parent Involvement through Family Nights and other parent functions, mentoring students	\$24.50/hour not to exceed 30 hours x fringe				
Final Amount Spent						