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FLORIDA DEPARTMENT OF EDUCATION



Reviewed by: Brandi Dickens 12/27/12

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Palm River Elementary	District Name: Hillsborough
Principal: Dawn Stites	Superintendent: Mary Ellen Elia
SAC Chair: Kathy Boger / Michele Schwartz	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Mrs. Dawn Stites	M.Ed. Educ. Leadership BS. Elem. Ed. ESOL	0	10	11/12 A 58% Reading Proficiency, 66 pts., 59% Math Proficiency 69 (Former SchoolMintz Elementary) 10/11 A 95% AYP (Former SchoolMintz Elementary) 09/10 B 79% (Former SchoolMintz Elementary) 08/09 A 97 % AYP (Former SchoolMintz Elementary) 07/08 B 92 % AYP (Former SchoolMintz Elementary)
Assistant Principal	Ms. Frankye Bulmer	M. Ed. Educ. Leadership BS. Elem. Ed. ESOL	2	2	2011/2012 C 39% Read. Prof., 68 Pts., 40% Math Prof., 59 Pts., 81% Write Prof., 26% Science Prof. 2010-2011 C, AYP 67 Percent,% 2009-2010 C, AYP 85 Percent%

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer May	Educational Leadership Elementary Education Gifted	0	0	11/12 (Lee ElementaryMagnet) 61% Read. Prof., 62 Pts., 49% Math Prof., 66 Pts., 91% Writing Prof., 31% Science Prof.
Math	Patrick Cronin	Elem. Education ESOL Primary Educ.	6	2	2011/2012 C 39% Read. Prof., 68 Pts. , 40% Math Prof., 59 Pts., 81% Write Prof., 26% Science Prof. 2010-2011 C, AYP 67 2009-2010 C, AYP 85
Writing	Ruth Knight	Elem. Education ESOL	4	4	2011/2012 C 39% Read. Prof., 68 Pts. , 40% Math Prof., 59 Pts., 81% Write Prof., 26% Science Prof. 2010-2011 C, AYP 67% 2009-2010 C, AYP 85%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Salary Differential (Renaissance Schools)	General Director of Federal Program	Ongoing	
3. District Peer Program/Mentor Program	District Peer/Mentor Program	Ongoing	
4. Opportunities for teacher leadership	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	<ul style="list-style-type: none"> • District trainings provided to acquire ESOL endorsement. • PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.

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
54	6% (3)	41%(22)	30%(16)	24%(13)	28%(15)	94%(51)			

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
Wendy Wilson	Jennifer DuGuay-First Year Teacher Jennifer Bone-First Year Teacher Nicole DePietro-First Year Teacher Laura Piehl-First Year Teacher Jessica Holm-First Year Teacher Ashley Herron-Second Year Teacher Ariana Perez- Second Year Teacher Allison Revelle-Second Year Teacher Sarah Rudy-Second Year Teacher Katie Olsen-Second Year Teacher	Mrs. Wilson is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal, Assistant Principal, Guidance Counselor, School Psychologist, Social Worker, Academic Coaches (Reading, Math, Writing), ESE Specialist, Representatives from the PLCs for each grade level K-5, ELL Resource Teacher
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? Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels, support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels, review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains, and communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The Leadership Team meets <u>regularly-weekly</u> in order to <u>review data, plan needed trainings, and monitor teacher and student progress</u>

MTSS Implementation		
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.		
<u>Tier 1</u>		
<u>Data Source</u>	<u>Data Management</u>	<u>Persons Responsible</u>
<u>FCAT Data</u>	<u>School Database</u>	<u>Administration</u>
<u>District Generated Assessments</u>	<u>Scantron Series, Database, and Data Wall</u>	<u>Admin., Leadership Team-Subject Areas</u>
<u>FAIR</u>	<u>PMRN, Database, Data Wall</u>	<u>Reading Coach and Admin.</u>
<u>CELLA</u>	<u>IPT</u>	<u>ELL Resource Teacher & Administration</u>
<u>DRA2/Running Records</u>	<u>Database</u>	<u>Reading Coach & Administration</u>
<u>Tier 2 & 3</u>		
<u>ELP (use of common assessments)</u>	<u>Database & Data Wall</u>	<u>Admin. & Leadership Team</u>
<u>EasyCBM</u>	<u>Database</u>	<u>Admin. & PSLT</u>
<u>IStation, Fastt Math, Successmaker</u>	<u>Computer generated reports</u>	<u>Individual Teachers, Lead. Team, & Admin.</u>

Describe the plan to train staff on MTSS.

- Describe plan to support MTSS. We will work to provide quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. 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). The Principal, Assistant Principal, Reading Coach, Reading Resource Teacher, Academic Intervention Specialist, Media Specialist, and ESE Specialist.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Team will work as a subset of the Problem Solving Leadership Team. The team will provide leadership for the implementation of the reading goals and strategies of 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 instructional 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 goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

Supplemental Educational Services (SES) Notification ***Elementary Title I Schools Only: Pre-School Transition**

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

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

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

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

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

N/A

***High Schools Only**

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

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

N/A

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

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving 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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			I.1. Teachers at varying levels of implementation of DI (both with the low performing and high performing students). - Teachers are at varying skill levels at implementing higher order questioning techniques. - Varying teachers' skill levels in providing a risk free environment where children feel comfortable asking and answering questions.	I.1. Strategy The purpose of this strategy is strengthening the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, and modeling researched-based-best practice strategies. 2. PLC teachers instruct students using the Core Curriculum, incorporating DI strategies from their PLC discussions. 3. At the end of the unit, teachers give a common assessment identified from the Core Curriculum material. 4. Teachers bring assessment data back to PLCs. 5. Based on the data, teachers discussed strategies	I.1. <u>Who</u> -Principal -AP -Reading Coach -Team Facilitators <u>How</u> -PLC logs turned into administration. Administration will provide feedback. -Classroom walk - through observing this strategy. Administrators will use HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form.	I.1. PLC unit assessment data will be recorded in a course specific PLC data base. (excel spread sheet). AP will share data with Problem Solving Leadership Team-Reading Leadership Team. PSLT –RLT will review assessment data for positive trends at a minimum of once per nine weeks.	I.1. <u>-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension. <u>During Nine Weeks</u> Course unit assessment, running records, teacher made comprehension assessments and student response journals.
Reading Goal #1: In grades 3-5, the percentage of standard curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 39% to 42%.	2012 Current Level of Performance: * 39%	2013 Expected Level of Performance: * 42%					

			that were effective. 6. Based on the data, teachers a) decide what skills need to be re-taught in whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to be re-taught to targeted students. 7. Teachers provide Differentiated Instruction to targeted students(remediation and enrichment). 8. School-wide focus on vocabulary to improve reading comprehension. 9. PLCs record their work in logs. (EET Rubric 1f, 4d)				
			1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. Teachers vary in knowledge in how to differentiate instruction for above level readers within a reader’s workshop model. -Teachers vary in knowledge regarding the identification and use of effective Progress Monitoring-Evaluation Tools for readers above proficiency. -Teachers are at varying skill levels at implementing higher order questioning techniques.	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Reading Goal #2: In grades 3-5, the percentage of standard curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 16% to 19%.	<u>2012 Current Level of Performance:*</u> 16%	<u>2013 Expected Level of Performance:*</u> 19%					

			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of All curriculum students making learning gains on the 2013 FCAT Reading will increase from 68 points to 71 points.	68pts.	71pts.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. -Teachers at varying levels of implementation of DI (with the low performing students).	4.1. Tier 1 -The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve through teachers using the <u>FCIM</u> strategy on identified tested bench marks in reading and Language Arts classes.	4.1. <u>Who</u> Principal -AP -Reading Coach -Team Facilitators <u>How</u> PLC logs turned into administration. Administration will	4.1. PLCs will review mini-assessment data Mini assessment data will be recorded in a course specific PLC data base. (excel spread sheet). AP will share data with Problem Solving Leadership Team-Reading Leadership Team. PSLT –RLT will	4.1. <u>2-3x Per Year</u> FAIR <u>During Grading Period</u> Teacher made assessments
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of All curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will	62 pts	65 pts.					

<p>increase from 62 points to 65 points.</p>				<p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Through data analysis of FCAT, base-line data, classroom assessments, and student performance, PLCs identify essential tested bench marks for their students that need reinforcement and/or remediation. 2. As a Professional Development activity, in their PLCs, teachers identify (using district resources and curriculum resources) and/or develop mini-lessons and mini-assessments for bench marks. PLCs will use a combination of district and school generated assessments. 3. Teachers implement the mini-lessons and mini-assessments. 4. Teachers bring assessment data back to the PLCs. Based on mini-assessment data, skills are moved to maintenance or a re-teaching plan. <p>PLCs record their work in logs.</p>	<p>provide feedback. -Classroom walk through observing this strategy. Administrators will use HCPS Informal Observation Pop-In Form (EET tool). The F-CIM strategies will be added to the form. -Another fidelity tool will be the PLC logs of targeted skills reviewed by the principal ,AP, Reading Coach, Team Facilitators</p>	<p>review assessment data for positive trends at a minimum of once per nine weeks. PSLT-RLT will review FAIR OPM data to determine the percentage of students scoring medium to high and</p>	<p>focused on each skill.</p>
		4.2.	4.2.	4.2.	4.2.	4.2.	4.2.

		4.3	4.3.	4.3.	4.3.		4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See goals 1 & 4.	5A.1. See goals 1 & 4.	5A.1. See goals 1 & 4.	5A.1. See goals 1 & 4.	
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%.	White: Black: 33% Hispanic: 38%	White: Black: 40% Hispanic: 44%	See goals 1 & 4.				
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.	Asian: America Indian:	Asian: American Indian:					
			5A.2.	5A.2	5A.2	5A.2	
			5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in reading.		5B.1.	5B.1. See goals 1 & 4.	5B.1.	5B.1. See goals 1 & 4.	5B.1.	

<u>Reading Goal #5B:</u> The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 39% to 45%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See goals 1 & 4.		See goals 1 & 4.		See goals 1 & 4.
	39%	45%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 28% to 35%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See goals 1 & 4.	See goals 1 & 4.	See goals 1 & 4.	See goals 1 & 4.	See goals 1 & 4.
	28%	35%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u> The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 13% to 22%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See goals 1 & 4.	See goals 1 & 4.	See goals 1 & 4.	See goals 1 & 4.	See goals 1 & 4.
	13%	22%					

			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with 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
The Daily 5	K-5	Reading Coach	All teachers	September 2012	Classroom walkthroughs	Administration, Reading Coach
Comprehension Connections	K-5	Reading Coach	All teachers	On going	Classroom walkthroughs, teacher demonstrations at faculty mtgs.	Administration, Reading Coach
Reading Response Journals	3-5	Reading Coach	Reading teachers in grades 3-5	On going	Classroom walkthroughs, teacher demonstrations at faculty mtgs.	Administration, Reading Coach
ELL Strategies	K-5	ELL Resource Teacher	All teachers	On going	Classroom walkthroughs, teacher demonstrations at faculty mtgs.	Administration, ELL Resource

Elementary Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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. Students scoring proficient in mathematics (Level 3-5).			1.1.	1.1.	1.1	1.1	1.1
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	-Teachers at varying levels of implementation of DI (both with the low performing and high performing students). -Varying levels of knowledge of the NGSSS.	<u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the Core Continuous Improvement Model(C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1. As a professional development activity in their PLCs teachers spend time sharing, researching, teaching and modeling research based best practices strategies. In addition, math resource teacher will model best practices of DI in classrooms. 2. At the end of the unit, teachers give a common assessment identified from the core curriculum material.	<u>Who</u> -Principal -AP -Math Specialist -Team facilitators <u>How</u> PLC logs turned into administration. Administration provides feedback. -Classroom walk through observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -District nine week checks.	1.1. -PLC unit assessment data will be recorded in a course specific PLC data base (excel spread sheet). -AP will share data with Problem Solving Leadership Team. -The PSLT will review assessment data for positive trends.	2-3x Per Year District Base-line, Mid-year, and End year testing. Think Link Assessments. <u>During Grading Period</u> -Show What You Know, Mid-chapter check point, and Chapter Test. -Bench mark assessments.
In grades 3-5, the percentage of standard curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 40% to 43%.	40%	43%					

				<ol style="list-style-type: none"> 3. Teachers bring assessment data back to the PLCs. 4. Based on the data, teachers discuss strategies that were effective. 5. Based on the data, teachers (a) decide what skills need to be re-taught in a whole lesson to the entire class, (b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and (c) decide what skills need to be re-taught to targeted students. 6. Teachers provide DI to targeted students (remediation and enrichment) 7. PLCs record their work in logs. 			
			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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. See 1.1	2.1 See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of standard curriculum students scoring a Level 4 or higher on the 2013	15%	18%					

FCAT Math will increase from 15% to 18%			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: In grades 3-5, the percentage of All curriculum students making learning gains on the 2013 FCAT Math will increase from 59% to 61%	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
	59%	61%					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: In grades 3-5, the percentage of All curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 69% to 71%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers at varying levels of implementation of DI (both with the low performing and high performing students). -Varying levels of knowledge of NGSSS.	Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the <u>FCIM</u> strategy on identified tested benchmarks. <u>Action Steps</u> 1. Through data analysis of FCAT, base-line data, classroom	<u>Who</u> Teacher Principal AP Math Specialist <u>How</u> PLC logs turned into administration. Administration provides feedback. Classroom walk- through observing this strategy.	PLC unit assessment data will be recorded in a course specific PLC data base (excel spread sheet). -AP will share data with Problem Solving Leadership Team. -The PSLT will review assessment data for positive trends.	2-3x Per Year District Base-line, Mid-year, and End year testing. Think Link Assessments. <u>During Grading Period</u> -Show What You Know, Mid-chapter check point, and Chapter Test. -Bench mark assessments.
	69%	71%					

				<p>assessments, and student performance, PLCs identify essential tested bench marks for their students that need reinforcement and/or remediation.</p> <p>2. As a Professional Development activity, in their PLCs, teachers identify (using district resources and curriculum resources) and/or develop mini-lessons and mini-assessments for bench marks. PLCs will use a combination of district and school generated assessments.</p> <p>3. Teachers implement the mini-lessons and mini-assessments.</p> <p>4. Teachers bring assessment data back to the PLCs.</p> <p>5. PLCs record their work in logs.</p>	<p>Administrators will use HCPS Informal Observation Pop-In Form (EET tool).</p> <p>-Another fidelity tool will be the PLC ,calendars/timeline/logs of targeted skills reviewed by the principal ,AP, Math Specialist, team facilitators.</p>		
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1
<u>Mathematics #5A:</u> The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 27% to 34%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black: 27% Hispanic: Asian: American Indian:	White: Black: 34% Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1
<u>Mathematics Goal #5B:</u> The percentage of ED students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 41% to 47%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%	47%					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. See 1.1	5C.1. See 1.1	5C.1. See 1.1	5C.1. See 1.1	5C.1. See 1.1
<u>Mathematics Goal #5C:</u> The percentage of ELL students	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 38% to 44%	2012 Current Level of Performance:* 38%	2013 Expected Level of Performance:* 44%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 21% to 29%	2012 Current Level of Performance:* 21%	2013 Expected Level of Performance:* 29%	Teachers at varying levels of implementation of DI (with the low performing students). -Varying levels of knowledge of NGSSS.	Strategy SWDs math skills will improve by connecting individual needs to instruction as outlined in the IEP.	Who -Principal -AP -ESE Specialist -ESE Resource Teachers	AP will share data with Problem Solving Leadership Team. PSLT will review assessment data for positive trends at a minimum of once per nine weeks.	3x Per Year District Base-line, Mid-year, and End year testing. Think Link Assessments.
				Action Steps 1. General Ed. and /or SWD teachers will familiarize themselves with each students' IEP goals, strategies, and accommodations. 2. Every nine weeks general ed and/or SWD teacher reviews students IEPs to ensure that all students IEP goals, strategies, and accommodations are being implemented with fidelity. 3. Using student data, every 9 weeks (along with report card) SWD students will	How IEP Progress Reports reviewed and provided by ESE Resource Teachers.		

				<p>receive IEP plan progress report to inform parents of the students progress toward mastering their IEP goals and strategies.</p> <ol style="list-style-type: none"> 4. As a professional development activity in their PLCs teachers discussing implementation of IEP strategies and modifications. 5. PLC teachers instruct student implementing IEP strategies and accommodations. 6. At the end of the unit, teachers give a common assessment. 7. Teachers bring SWD assessment data back to the PLCs. 8. Based on the data, teachers discuss techniques that were effective for SWD students. 9. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques 10. Teachers provide DI to targeted students(remediation and enrichment). <p>PLCs record their work in logs.</p>			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

		5D.3	5D.3	5D.3	5D.3	5D.3
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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Understanding the components of Math; Go Math! And CCSS	K-5	Math Resource	Math teachers K-5	On going	Classroom walk throughs	Administration, Math Resource
Improving Problem Solving Strategies	K-5	Math Resource	Math teachers K-5	On going	Classroom walk throughs	Administration, Math Resource

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on 2013 FCAT Science will increase from 26% to 29%.	<u>2012 Current Level of Performance:*</u> 26%	<u>2013 Expected Level of Performance:*</u> 29%	1.1. -Teachers are at varying skill levels with the use of strategies of Inquiry Based Instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all teachers are able to attend available Science trainings on dates available by the district. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Varying lack of knowledge of NGSSS.	<u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students will develop problem solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase of inquiry based instruction (such as students engagement, explore time, accountable talk, and higher order questioning) per unit of instruction. <u>Action Steps</u> 1 .As a professional development activity, in their	<u>Who</u> Teacher Principal AP <u>How</u> PLC logs turned into administration. Administration provides feedback. Classroom walk-through observing this strategy. Administrators will use HCPS Informal Observation Pop-In Form (EET tool). Another fidelity tool	AP will share data with Problem Solving Leadership Team. PSLT will review assessment data for positive trends at a minimum of once per nine weeks	2-3x Per Year District level base line and mid-year test. <u>During Grading Period</u> Common Assessments.

			PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. 2. Teachers instruct students using the core curriculum and inquiry based instruction strategies. 3. At the end of the unit teachers give a common assessment. 4. Teachers bring assessment data back to the PLCs. 5. Based on the data teachers discuss inquiry based instruction strategies that were effective. 6. Based on data, PLCs use the problem solving process to determine next steps of planning inquiry based instruction strategies. 7. PLCs record their work in the PLC logs.	will be the PLC ,calendars/timeline/logs of targeted skills reviewed by the principal ,AP, team facilitators.			
			1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Science Goal #2: In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on 2013 FCAT Science will increase from 3% to 6%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3%	6%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Science Planning	K-5	District DRT	All teachers	October	Classroom walkthroughs	Administration
Science Opportunities to Learn (Hands-On Science, Inquiry Model, and Teaching Strategies)	K-5	Science Teachers	All teachers	On going	Classroom walkthroughs and teacher demonstrations	Administration

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			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. Students scoring at Achievement Level 3.0 or higher in writing.			1.1.	1.1.	1.1.	1.1.	1.1.
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers are at varying skill levels 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 in using holistic scoring methods.	<u>Strategy:</u> The purpose to this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, DI, and effective holistic scoring methods. <u>Action Steps:</u> <ol style="list-style-type: none"> As a professional development activity, teachers new to the profession and/or content area are required to attend district level trainings. As a professional development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs. As a professional develop activity, PLC discussions draw teachers to a consensus regarding students trends, needs and scores based on 	<u>Who</u> Principal AP Teachers Writing specialist Team facilitators <u>How</u> PLC logs turned into administration. Administration provides feedback. Classroom walk-through observing this strategy. Administrators will use HCPS Informal Observation Pop-In Form (EET tool).	PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify lessons to provide DI as appropriate. PLCs – review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. PLC facilitator will share data with the problem solving leadership team. The PSLT will review assessment data for positive trends.	Student monthly demand writes, student daily drafts, conferencing notes.
In grade 4, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2013 FCAT Writing will increase 81% to 84%.	81%	84%					

				connecting student writing with state anchors. 4. PLC's record their work in the PLC logs.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) 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
Opportunities to Learn (Primary Planning, Classroom Crafts, Form/Focus/Quality)	K-5	Writing Resource Teacher Writing Teachers	All Writing Teachers	On going	Classroom walkthroughs	Administration
CCSS	Writing Coach and 4 th grade	Writing Resource	All Writing Teachers	On going	Classroom walk throughs	Administration

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	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.
Attendance Goal #1: The attendance rate will increase from 94.86% in 2011/2012 to 96 % in 2012/2013 The number of students who have 10 or more unexcused absences throughout the school year will decrease from 91 in 2011-2012 to 82 in 2012-2013 The number of students who have 10 or more unexcused tardies throughout the school year will decrease from 0 in 2011-2012 to 0 in 2012-2013	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Teachers at various skill levels of implementing attendance interventions.	The administration team along with other appropriate staff will meet to review the schools attendance plan to 1) to ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives.	Social Worker Guidance Counselor, Nurse, Psychologist.	Administration will examine data monthly	Attendance report Tardy report Attendance plan
	95.43	85.43					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	82	72					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
0	0						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: The total number of referrals will decrease from 0 in 2011-2012 to 0 in 2012-2013. 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Staff consistency on reinforcing school wide expectations and rules. Motivation of students.	School personnel will address school wide expectations and rules, set through staff survey and discussion to reinforce the school wide rules and expectations.	Teachers Guidance Counselor	Administration will review data on office discipline referral-ODRs.	Crystal reports ODR and suspension data cross referenced with the main frame discipline data.
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
3	3						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
3	3						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

Parent Involvement Professional Development

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)).

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal		1.1.	1.1.	1.1.	1.1.	1.1.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 42 % on the pre-test to 52 % on the post test.	2012 Current Level :*	Lack of time	Health and physical activities initiatives developed and implemented by the schools H.E.A.R.T. team.	H.E.A.R.T. team	H.E.A.R.T. team Notes/agendas	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
	2013 Expected Level :*					
	42%(27)					
	52%(33)	1.2.	1.2.	1.2.	1.2.	1.2.
		Lack of time	1.2.Use of the playground or fitness course equipment: walk-jog-run activities in designated areas; in exercising to the outdoor activities such as the ones	Physical Education teacher	Lesson plans of Physical Education teacher	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health

			provided in the <i>150 minutes of elementary physical education</i> folder on IDEAS			
		1.3. -Lack of time - Varying levels of awareness of physical fitness best practices	1.3. Elementary students will engage in 150 minutes of physical education per week in grades K-5.	1.3. Principal	1.3. Classroom walk-throughs and class schedules.	1.3. Classroom teachers document in their lesson plans the 90 minutes of teacher directed PE that students have per week

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that “the school has a culture of collegiality and trust” will increase from 27% in 2012 to 37% in 2013.	2012 Current Level :*	2013 Expected Level :*	-Not enough time to meet consistently.	-Team building activities during staff meetings and PLC’s.	Who Teachers, Staff & Administration How Administration will schedule on agendas.	Staff Surveys	Survey Results
	27%	37%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

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

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 53% to 58%.						
53%						
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	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 Reading.		2.1.	2.1.	2.1. See Reading ELL Goal 5.C.1	2.1.	2.1.
CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1		See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 29% to 32%..						
29%						
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #E:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1	See Reading ELL Goal 5.C.1
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 19% to 21%.						
19%						
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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
<u>STEM Goal #1:</u> Implement/Expand Inquiry based experiences for students in Math and Science through the 5E Model.	1.1. Need common planning time for math, science, ELA and other STEM teachers.	1.1. - Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC or grade level lead.	1.1. Administrative walk-throughs	1.1. Discuss student data during PLC's.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities, events from 1 in 2011-2012 to 2 in 2012-2013.	1.1.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-in. Through Junior Achievement activities both 4 th and 5 th graders are given the opportunity to participate in future career activities.	1.1.	1.1.	1.1. Log of CTE special speakers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> 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.

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
<u>Reading Goal 1.1 (and all other goals)</u>	<u>The purchase of one projector and two document cameras will complete the missing components so that all teachers 1st through 5th grade will have this technology. This will enhance student learning allowing students to have visual access to curriculum.</u>	<u>\$1083.00</u>	<u>\$1083.00</u>
<u>Reading Goal 1.1 (and all other goals)</u>	<u>The purchase of electric pencil sharpeners and pencils will supply each grade level with the essential materials to achieve day to day hands on learning.</u>	<u>\$294.00</u>	<u>\$294.00</u>
Final Amount Spent			<u>\$1377.00</u>