

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

### 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

School Name: Symmes Elementary School	District Name: Hillsborough
Principal: Julie Hasson, Ed.D.	Superintendent: Mary Ellen Elia
SAC Chair: DawnJill Coniglio	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	Julie Hasson	B.S., M.A.T., Ed.D. Elem. Ed., Ed. Leadership	Less than 1	6	2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012-A
Assistant Principal	AnnaMarie Rothenbush	B.S. Elem. Ed, Masters in Ed. Leadership	10	5	2010-2011 A 2009-2010 A

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

**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	Donna Koren	B.A. in Early Childhood K-3; M.A. in Curriculum & Instruction; ESOL Reading Endorsement	1	6	2010-2011-C, 2011-2012-A

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. District Mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peers	ongoing	
4. School-based teacher recognition system	Principal	ongoing	
5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

**Non-Highly Qualified Instructors**

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
(6 total)	District-provided ESOL courses. Presently taking coursework to complete 180 points. Resources for teaching strategies have been provided by the ELL department.
(2 total)	Registered to take subject area examination for ESE

**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
52	4%, 2	35%, 18	40%, 21	21%, 11	25%, 13	96%, 50	0	10%, 5	71%, 37

**Teacher Mentoring Program**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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

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
Tamara Craddock	Lynda Rivera Laura Heckley Alyssa Perry Melissa Richards	Teaching Experience, both serve at risk students, District Pairing	Observation Conferencing Planning, Workshops Modeling of Lessons

**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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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

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 (RtI)**

<b>School-Based MTSS/RtI Team</b>
Identify the school-based MTSS Leadership Team.  Julie Hasson, AnnaMarie Rothenbush, Maria Harrylal, Laura Heckley, Pam Watkins, Melissa Fielder, Nora Nelson, Cathy Lebron
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?  Leadership Team leads PSLT/PLC meetings. Leadership team members meet with PLC's bi-monthly to help monitor students and identify those needing interventions.
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 to provide input and guidance to this living document. Student progress is monitored by the PSLT. The PSLT will utilize an electronic data wall and track formative assessments for each student.
<b>MTSS Implementation</b>
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. 1 - Desegregate data from the SAT, FCAT, FAIR, Mini-Assessments and the Achievement Series Results. Developing timelines and calendars and instruction. 2. Monitor Core instruction targeting focus areas. 3. Assess students. 4. Identify students for enrichment and intervention. 5. Plan for tier 2 and tier 3 interventions.
Describe the plan to train staff on MTSS.

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

Principal, a district psychologist and an experienced RTI Leadership Team Member provided training to staff in September 2010. An experienced RTI Leadership Team member and the reading coach will meet with grade level teams to provide specific training in areas of need.
Describe plan to support MTSS.
Administrators will play key roles in MTSS/Problem Solving Leadership Team to ensure that core instruction is monitored and interventions are done with fidelity.

**Literacy Leadership Team (LLT)**

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Julie Hasson, Anna Rothenbush, Donna Koren, Kelly Kudia, Carol Salvog, Carolyn Kriete and Laura Heckley.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  The Literacy Leadership Team will meet monthly to monitor student data throughout the year, identify at-risk students, facilitate remediation, enrichment, and intensive instruction through small grouping and tutoring. The Literacy Leadership Team will identify areas of need for teacher training.
What will be the major initiatives of the LLT this year?  The LLT will support the MTSS process specifically in reading.

***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.

--

**\*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.

--

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

**\*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 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
<b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b>			1.1. Lack of teacher training	1.1. <u>Strategy</u> Implement Readers' Workshop Model <u>Action Steps</u> 1. Provide on-site teacher training from District Personnel 2. Provide on-site teacher training from core area contacts from Symmes faculty 3. Reading Coach is meeting with PLC's to discuss barriers and progress with implementation of Reader's workshop Model by observing and modeling lessons and doing data chats. 4. This data will be used to differentiate instruction. 5.	1.1. <u>Who</u> Principal, Assistant Principal, ETT Evaluator  <u>How</u> Sign in sheets from training, classroom walk-throughs, informal and formal observations FAIR data reviewed with staff 10-5-2012 Data Walls created 10-15-2012 DRA Training 9-26-2012 CCSS Training 9-17-2012 <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.  1.1. <u>First Nine Week Check</u> <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	1.1. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring  <u>During Nine Weeks</u> Running records (will be primary data source) student work, chapter tests, student portfolios, fluency checks
<u>Reading Goal #1:</u> In grades 3-5, the percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 72% to 75%.	<u>2012 Current Level of Performance:*</u> <b>72%</b>	<u>2013 Expected Level of Performance:*</u> <b>75%</b>					
			1.2. Lack of knowledge to	1.2. <u>Strategy</u>	1.2. <u>Who</u> Administration and the	1.2 An increase in student concept mastery in identified	1.2. <u>2-3x Per Year</u> DRA2, FAIR, On-going

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

		effectively use and interpret FAIR data to guide instruction	<u>Action Steps</u> 1. Training on how to effectively use and interpret FAIR data to guide instruction. 2. Review FAIR data to plan lessons.	reading coach  <u>How</u> Observing PLCs in action  <u>First Nine Week Check</u> See 1.1  <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.  <u>First Nine Week Check</u> See 1.1  <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	progress monitoring  <u>During Nine Weeks</u> Running records, student work, chapter tests, student portfolios, fluency checks
		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>		2.1. Lack of teacher training	2.1. <u>Strategy</u> Implement Readers' Workshop Model <u>Action Steps</u> 6. Provide on-site teacher training from District Personnel 7. 2. Provide on-site teacher training from core area contacts from Symmes faculty 8. Reading Coach is meeting with PLC's to discuss barriers and progress with	2.1. <u>Who</u> Principal, Assistant Principal, ETT Evaluator  <u>How</u> Sign in sheets from training, classroom walk-throughs, informal and formal observations <u>First Nine Week Check</u> FAIR data reviewed with staff 10-5-2012 Data Walls created 10-15-2012 DRA Training 9-26-2012 CCSS Training 9-17-2012 <u>Second Nine Week</u>	An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.  2.1 <u>First Nine Week Check</u>	2.1. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring  <u>During Nine Weeks</u> Running records (will be primary data source) student work, chapter tests, student portfolios, fluency checks
<u>Reading Goal #2:</u> The percentage of students scoring a level 4 and 5 on the 2013 FCAT Reading will increase from 46% to 49%.	<u>2012 Current Level of Performance:*</u> <b>46%</b>	<u>2013 Expected Level of Performance:*</u> <b>49%</b>				

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

			implementation of Reader's workshop Model. 9. This data will be used to differentiate instruction. 10.	<u>Check</u> <u>Third Nine Week Check</u>	<u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	
2.2. Lack of knowledge to effectively use and interpret FAIR data to guide instruction 1.3.			2.2. <u>Strategy</u> Acquire knowledge on how to effectively use and interpret FAIR data to guide instruction.  <u>Action Steps</u> 2. Training on how to effectively use and interpret FAIR data to guide instruction. 2. Review FAIR data to plan lessons.	2.2. <u>Who</u> Administration and the reading coach <u>How</u> Observing PLCs in action <u>First Nine Week Check</u> See 1.1 <u>Second Nine Week Check</u> <u>Check</u> <u>Third Nine Week Check</u>	2.2 An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.  <u>First Nine Week Check</u> See 2.1 <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	2.2. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring  <u>During Nine Weeks</u> Running records, student work, chapter tests, student portfolios, fluency checks
		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>		3.1. Lack of teacher training	3.1. <u>Strategy</u> Implement Readers' Workshop Model <u>Action Steps</u> 11. Provide on-site	3.1. <u>Who</u> Principal, Assistant Principal, ETT Evaluator <u>How</u>	An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be	3.1. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring
Reading Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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

<p>In grades 3-5, the point value of students making learning gains in reading on the 2013 FCAT Reading will increase from 80 to 83 points.</p>	<p><b>80</b></p>	<p><b>83</b></p>		<p>teacher training from District Personnel</p> <p>12. 2. Provide on-site teacher training from core area contacts from Symmes faculty</p> <p>13. Reading Coach is meeting with PLC's to discuss barriers and progress with implementation of Reader's workshop Model.</p> <p>14. This data will be used to differentiate instruction.</p> <p>15.</p>	<p>Sign in sheets from training, classroom walk-throughs, informal and formal observations</p> <p><u>First Nine Week Check</u></p> <p>FAIR data reviewed with staff 10-5-2012</p> <p>Data Walls created 10-15-2012</p> <p>DRA Training 9-26-2012</p> <p>CCSS Training 9-17-2012</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>During Nine Weeks</u></p> <p>Running records (will be primary data source)</p> <p>student work, chapter tests, student portfolios, fluency checks</p>
			<p>3.2. <u>Strategy</u> Acquire knowledge on how to effectively use and interpret FAIR data to guide instruction.</p> <p><u>Action Steps</u></p> <p>3. Training on how to effectively use and interpret FAIR data to guide instruction.</p> <p>2. Review FAIR data to plan lessons.</p>	<p>3.2. <u>Who</u> Administration and the reading coach</p> <p><u>How</u> Observing PLCs in action</p> <p><u>First Nine Week Check</u></p> <p>See 3.1</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>3.2 An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.</p> <p><u>First Nine Week Check</u></p> <p>See 3.1</p> <p><u>Second Nine Week Check</u></p>	<p>3.2. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring</p> <p><u>During Nine Weeks</u></p> <p>Running records, student work, chapter tests, student portfolios, fluency checks</p>	<p>3.2.</p>

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

				Third Nine Week Check		
		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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b>		4.1. Lack of teacher training	4.1. <u>Strategy</u> Implement Readers' Workshop Model <u>Action Steps</u> 16. Provide on-site teacher training from District Personnel 17. 2. Provide on-site teacher training from core area contacts from Symmes faculty 18. Reading Coach is meeting with PLC's to discuss barriers and progress with implementation of Reader's workshop Model. 19. This data will be used to differentiate instruction. 20.	4.1. <u>Who</u> Principal, Assistant Principal, ETT Evaluator  <u>How</u> Sign in sheets from training, classroom walk-throughs, informal and formal observations <u>First Nine Week Check</u> FAIR data reviewed with staff 10-5-2012 Data Walls created 10-15-2012 DRA Training 9-26-2012 CCSS Training 9-17-2012 <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.  <u>First Nine Week Check</u> <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	4.1. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring  <u>During Nine Weeks</u> Running records (will be primary data source) student work, chapter tests, student portfolios, fluency checks
<u>Reading Goal #4:</u>  In grades 3-5, the point value of students in the bottom quartile making learning gains on the 2013 Reading FCAT will increase from 67 to 70 points.	<u>2012 Current Level of Performance:*</u>  <b>67</b>	<u>2013 Expected Level of Performance:*</u>  <b>70</b>				
		4.2. <u>Who</u> Administration and the reading coach  <u>How</u> Observing PLCs in action		4.2 An increase in student concept mastery in identified reading skills as measured with running records. Percentage of students moving to on level will be monitored. Data is collected by administration each nine	4.2. <u>2-3x Per Year</u> DRA2, FAIR, On-going progress monitoring	4.2.

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

		<p><u>First Nine Week Check</u> See 1.1</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>		<p>week period. A minimum of two cold running records with retelling data is required and reviewed for progress monitoring.</p> <p><u>First Nine Week Check</u> See 4.1</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p><u>During Nine Weeks</u> Running records, student work, chapter tests, student portfolios, fluency checks</p>	
		4.3	4.3.	4.3.	4.3.	4.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p> <p><u>Reading Goal #5:</u></p>						
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p> <p><u>Reading Goal #5A:</u></p> <p>The percentage of white students scoring 3 or above on FCAT will increase from 78% to 81% .</p> <p>The percentage of black students scoring 3 or above on FCAT will increase from 59% to 62% .</p>		<p>2012 Current Level of Performance:*</p> <p>White: 78% Black: 59% Hispanic: 64 % Asian American Indian:</p>	<p>2013 Expected Level of Performance:*</p> <p>White: 81% Black: 62% Hispanic: 67% Asian: American Indian:</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p> <p>5A.1. <b>See goals 1,3,4</b></p>	<p>5A.1.</p>	<p>5A.1.</p>

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

The percentage of Hispanic students scoring 3 or above on FCAT will increase from 64% to 67% .							
			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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B:  The percentage of economically disadvantaged students scoring 3 or above on FCAT will increase from 61% to 64% .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goals 1,3,4				
	<b>61%</b>	<b>64%</b>					
			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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1	5C.1	5C.1	5C.1	5C.1. CELLA and formative assessments will be used to monitor progress.
Reading Goal #5C:  The percentage of ELL students scoring 3 or above on FCAT will increase from 40% to 43% .	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	-Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with strategies appropriate for ELL students, including addressing multiple	ELLs (LYs/LFs) comprehension of course content/standard improves through the use of multiple learning modes and a multi-media approach.  <b>Action Steps</b> AP provides professional development to all teachers	<u>Who</u> -School based Administrators -District Resource Teachers  <u>How</u> -Administrative walk-throughs.	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes.	
	<b>40%</b>	<b>43%</b>					

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

			modalities and using multi-media approaches. To address this barrier, the school will schedule professional development delivered by the school's AP.	on how to embed ELL strategies into core content lessons. Teachers are given copies of strategies and sample lessons.		-PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Team Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
						5C.2.	5C.2.
						5C.3.	5C.3.
<b>Student Evaluation Tool</b>							
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the AP will put a system in place for this school year.	5D.1. <b>Strategy</b> SWD student achievement improves through the effective and <b>consistent implementation of students' IEP</b> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. <b>Who</b> Principal, Site Administrator, Assistance Principal ESE Specialist  <b>How</b> IEP Progress Reports reviewed by AP	5D.1. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Team Leader shares SMART Goal	5D.1. Data walls tracking formative assessments will be used to monitor progress.
<b>Reading Goal #5D:</b>  The percentage of SWD scoring proficient/satisfactory on FCAT/FAA will increase from 35 to 42.	<u>2012 Current Level of Performance:*</u>  <b>35%</b>	<u>2013 Expected Level of Performance:*</u>  <b>42%</b>					

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

						data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
						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
FAIR	K-5	Administrator/ Reading Coach	Grade level PLC's	PLC's (bi-weekly per grade level), Early Release, In-service (Tuesday afternoons)	PLC logs, sign-in sheets, administrative walk-throughs	Administrators, PLC Facilitators
Readers Workshop	K-5	Reading Coach/Resource Personnel from the District	School-wide	On-going	Sign-in sheets, administrative walk-throughs	Administrators
Running Record Training DRA Training PSD Reading/Science	K-5 K-5 K-5	Reading Coach/Teacher Trainers Same	School-wide Same	On-going 8/17/2012	Sign-in sheet, follow-up assignment required, 9 week running record portfolio checks Same	Administration Same

*End of Reading Goals*

**Elementary or Middle School Mathematics Goals**

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
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>			1.1. Teachers at varying levels of implementation of differentiated instruction (both with low performing and high performing students).	1.1. Strategy Learn to utilize and carry out lessons in new math curriculum and on-line resources to better differentiate instruction  Action Steps 1. Provide on-going, on-site training for teachers. 2. Review formative, Go Math Check and chapter test data to plan for next steps, remediation and enrichment. 3. Create math timelines that meet student needs.	1.1. Who Math contact and Administration  How Follow-up activities, classroom walk-throughs, sign-in sheets, PLC logs  First Nine Week Check Reciprocal Teaching 8-17-2011 District Math Training on Site 10-25-2011 Go Math 12-2011 Second Nine Week Check  Third Nine Week Check	1.1. Increase the number of students showing mastery of math concepts and skills.  Teachers will administer a Grade level assessment and will calculate percentage of students scoring 70 and above. Individual teacher data will be aggregated to create grade level data.  First Nine Week Check  Second Nine Week Check  Third Nine Week Check	1.1. 2-3x Per Year District Math Formatives  During Nine Weeks Grade level created assessments
Mathematics Goal #1:  In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2013 FCAT Math will increase from 70% to 73% .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	73%	1.2. Student lack of basic computational skills. 1.3. Not all teachers know how to ask higher order/open ended questions during instruction	1.2. Strategy Increase student computational skills through remediation and repetition as part of RTI.  Action Steps 1. Students will use the FAST Math program 2. Students will use Grab-n-Go math centers 3. Students will use	1.2. Who Administration  How Classroom walk-throughs, data checks  First Nine Week Check See 1.1  Second Nine Week Check  Check	1.2. Increase the number of students showing mastery of math concepts and skills.  Teachers will administer a Grade level assessment and will calculate percentage of students scoring 70 and above. Individual teacher data will be aggregated to create grade level data.	1.2. 2-3x Per Year District Math Formatives  During Nine Weeks Grade level created assessments

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

			<p>math games and flashcard activities</p> <p>4. Teachers receive training in Assessment development through Achievement Series</p>	<p><u>Third Nine Week Check</u></p>	<p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	
			<p>1.3. <u>Strategy</u> Students comprehension of course content/standards increases through participation in higher order thinking questioning techniques. This strategy will be implemented across all content areas.</p> <p><u>Action Steps</u> Teachers attend school based professional development activities on higher order questioning strategies and apply those strategies in the classroom.</p>	<p>1.3. <u>Who</u> Administration/EET Evaluators</p> <p><u>How</u> Observations/walk through</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.3. Monitor the performance level of teachers on the EET rubric.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.3. <u>2-3x Per Year</u> Formal observations</p> <p><u>During Nine Weeks</u> Formal observations</p>
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b>		2.1	2.1. See strategy 1.1	2.1.	2.1.	2.1.
<p><b>Mathematics Goal #2:</b></p> <p>The percentage of students scoring a level 4 or 5 on the 2012 FCAT Math will increase from 37% to 40%.</p>	<p>2012 Current Level of Performance:*</p> <p><b>37%</b></p>	<p>2013 Expected Level of Performance:*</p> <p><b>40%</b></p>	2.1. See strategy 1.1	2.1.	2.1.	2.1.
			2.2. See	2.2.	2.2.	2.2.

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

		barrier1.2	strategy 1.2			
		2.3 See barrier1.3	2.3 See strategy 1.3	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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b>		3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning.	3.1. <b>Strategy</b> Students' math achievement improves through <b>teachers working collaboratively</b> to focus on student learning. Specifically, they use the <b>Plan-Do-Check-Act model</b> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:	3.1. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses  <b>How</b> PLCS turn their logs into administration and/or coach after a unit of instruction is complete.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. Data walls updated with formative assessments will be used to monitor progress.
<b>Mathematics Goal #3:</b> Points earned from students making learning gains on the 2013 FCAT Math will increase from 77 points to 80 points.	<u>2012 Current Level of Performance:*</u> <b>77</b>	<u>2013 Expected Level of Performance:*</u> <b>80</b>	1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?  <b>Actions/Details</b> -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a <b>Plan-Do-Check-Act "Unit of Instruction" log</b> to guide	-PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.		

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

			<p>their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>			
		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p> <p>3.3.</p>	<p>3.2. <b>Strategy/Task</b> Students' math achievement improves when teachers use on-going student data to <b>differentiate instruction.</b></p> <p><b>Actions/Details</b> <b>Within PLCs Before Instruction and During Instruction of New Content</b> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><b>In the classroom</b> -During the lessons, <b>students</b> are involved in flexible grouping techniques</p> <p><b>PLCs After Instruction</b> -Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (<i>Questions are</i></p>	<p>3.2. <b>Who</b> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><b>How</b></p>	<p>3.2. <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2. Data walls updated with formative assessments will be used to monitor progress.</p>

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

			<p><i>listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</i></p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>				
		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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>			4.1 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.1 <u>Strategy</u> Students' math achievement improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.  <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.	4.1 <u>Who</u> Administrators  <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.1 Supplemental data shared with leadership and classroom teachers who have students.	4.1. Data walls updated with formative assessments will be used to monitor progress.
<b>Mathematics Goal #4:</b> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 75 points to 78 points.	<u>2012 Current Level of Performance:*</u> <b>75</b>	<u>2013 Expected Level of Performance:*</u> <b>78</b>					

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

					4.1.	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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Math Goal #5:</u>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<b>See goals 1,3,4</b>							
<u>Mathematics Goal #5A:</u>							
The percentage of White students scoring level 3 or higher on the 2013 FCAT Math will increase from 78% to 81%.							
The percentage of Black students scoring level 3 or higher on the 2013 FCAT Math will increase from 43% to 51%.							
The percentage of Hispanic students scoring level 3 or higher on the 2013 FCAT Math will increase from 71% to 74%.							
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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

			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
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:					Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5B.1. See Goal 1.1	5B.1.	5B.1.	5B.1.	5B.1.
<b>Mathematics Goal #5B:</b> The percentage of Economically Disadvantaged students scoring level 3 or higher on the 2013 FCAT Math will increase from 41% to 51%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>41%</b>	<b>51%</b>					
			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:					Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>				5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <b>day-to-day accommodations on core content</b> and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.1 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through	5C.1 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.1.
<b>Mathematics Goal #5C:</b> The percentage of ELL students scoring level 3 or higher on the 2013 FCAT Math will increase from 35% to 38%.							
	<b>35%</b>	<b>38%</b>					

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

			<p>5C.4</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>-School based Administrators</li> <li>-ESOL Resource Teachers</li> <li>-PLC Facilitators</li> </ul> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>forms</p> <p>5C.4</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> <li>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</li> <li>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</li> </ul> <p><u>PLC Level</u></p> <ul style="list-style-type: none"> <li>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</li> <li>-PLCs reflect on lesson outcomes and data used to drive future instruction.</li> <li>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</li> <li>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</li> </ul> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> <li>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</li> <li>-Data is used to drive teacher support and student supplemental instruction.</li> <li>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</li> </ul>		
--	--	--	---	---	--	--

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

							5C.2.
							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:							<b>Student Evaluation Tool</b>
<b>Mathematics Goal #5D:</b> The percentage of students with disabilities scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 36% to 58%.			<b>Teachers need support accommodating and monitoring progress for students with disabilities.</b>	<b>Strategy</b> 5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	5D.1.Data walls updated with formative assessments will be used to monitor progress.
	36%	58%					
						5D.2.	5D.2.
				5D.2. <b>Strategy/Task</b> SWD student achievement	5D.2. <b>Who</b> -Principal	5D.2. School has a system for PLCs to record and report during-	5D.3

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

		<p>improves through teachers' implementation of the <b>Plan-Do-Check-Act model</b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b>Actions</b> <b>Plan</b> For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD?</p> <p><b>Plan for the "Do"</b> What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to</p>	<p>-AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	
--	--	---	---	--	--

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

		<p>do during the lesson for SWD?                      -What are SWD student going to do during the lesson to maximize learning?</p> <p><b>Reflect on the "Do"/Analyze Checks for Understanding and Student Work during the unit.</b>                      For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss one or more of the following regarding their SWD:                      -What worked within the lesson? How do we know it was successful? Why was it successful?                      -What didn't work within the lesson? Why? What are we going to do next?                      -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?                      -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?                      -What were the outcomes of the checks for understanding? And/or analysis of student performance?                      -How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check - Analyze Data</b>                      Discuss one or more of the</p>			
--	--	--	--	--	--

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

			<p>following:                      -What is the SWD data?                      -What is the data telling us as individual teachers?                      -What is the data telling us as a grade level/PLC/department?                      -What are SWD not learning? Why is this occurring?                      -Which SWD are learning?</p> <p><b>Act on the Data</b>                      After data analysis, develop a plan to act on the data.                      -What are we going to do about SWD not learning?                      -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)?                      -How are we going to re-teach the skill differently?                      -How we will know that our re-teaching/interventions are working?</p>			
	5D.3	5D.3				

*End of Elementary or Middle School Mathematics Goals*

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

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

Algebra EOC Goals	Problem-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
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>	1.1.	1.1.	1.1.	1.1.	1.1.

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

<b>Algebra Goal #1:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Algebra Goal #2:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Algebra EOC Goals*

**Mathematics Professional Development**

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

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

Differentiated Instruction	K-5	Math Contact/Team Leaders	Grade level teams k-5	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Deepening of Understanding of CCSS for K-1	K-1	Math Contact/Team Leaders	Grade level teams k-1	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	

*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 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
<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>			1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1 <b>Strategy</b> Students' science skills will improve through participation in the <b>5E instructional model.</b>  <b>Action Steps</b> -Teachers will attend District Science training and share 5E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 <b>Who</b> Principal APC Science Coach (where available) Science SAL  <b>How Monitored</b> -Classroom walk-throughs observing this strategy.	1.1 <b>Teacher Level</b> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <b>PLC Level</b> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <b>Leadership Team Level</b> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 <b>2x per year</b> District-level baseline and mid-year tests  Semester Exams  <b>During the Grading Period</b> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1:  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 53% to 56%.	<u>2012 Current Level of Performance:*</u>  <b>53%</b>	<u>2013 Expected Level of Performance:*</u>  <b>56%</b>	1.2 -PLCs struggle with how to structure curriculum conversations and data	1.2 <b>Strategy</b> Student achievement improves through teachers	1.2 <b>Who</b> -Principal -AP	1.2 School has a system for PLCs to record and report during-the-grading period SMART goal	1.2. <b>2x per year</b> District Baseline and Mid-Year Testing

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

		<p>analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.</p> <p>1.3 -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the <b>Plan-Do-Check-Act model</b> to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it?</li> </ol> <p><u>Actions/Details</u> <u>Within PLCs:</u> -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 2 times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E</p>	<p>-Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>Semester Exams</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
--	--	--	--	--	--	---

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

			<p>Instructional Model.</p> <ul style="list-style-type: none"> <li>--Reflect on the outcome of lessons taught</li> <li>--Analyze checks for understanding and core curriculum assessments.</li> <li>--Act on the core curriculum data by planning interventions for the whole class or small group.</li> <li>-PLCs will generate SMART goals for upcoming units of instruction.</li> <li>-PLCs will report SMART goal data through their logs.</li> </ul> <p>As a Science Department</p> <ul style="list-style-type: none"> <li>-PLC, share action plan successes and challenges of the grade levels courses.</li> <li>-PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.</li> </ul>			
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:		<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	1.3. <b>Student Evaluation Tool</b>
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>		2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 <b>Strategy</b> Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <b>close reading model</b> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 9 times per nine weeks.	2.1 <b>Who</b> Principal AP Science Coach Reading Coach Reading Leadership Team CCLS Science Team Science SAL/DH  <b>How Monitored</b> Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration	Science PLC Resource meetings Reading Leadership Team  PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	2.1. Science formative tests will be used quarterly to monitor progress.
<b>Science Goal #2:</b> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 23% to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<b>23%</b>	<b>26%</b>				

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

				<p><b>Action Steps</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.</li> <li>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</li> <li>-Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</li> </ul> <p><b>In PLCs/Department</b></p> <ul style="list-style-type: none"> <li>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</li> <li>-PLCs review Close Reading Selections to determine word count and high-Lexile.</li> <li>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</li> <li>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous</li> <li>- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and</li> </ul>	provides feedback.		
--	--	--	--	---	--------------------	--	--

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

			<p>retention of the text. Teachers use this information to build future close reading lessons.</p> <p><b>During the lessons, teachers:</b></p> <ul style="list-style-type: none"> <li>-Guide students through text without reading or explaining the meaning of the text using the following:</li> <li>--Introducing critical vocabulary to ensure comprehension of text.</li> <li>--Stating an essential question prior to reading</li> <li>--Using questions to check for understanding.</li> <li>--Using question to engage students in discussion.</li> <li>--Requiring oral and written responses to text.</li> <li>-Ask text-based questions that require close reading of the text and multiple reads of the text.</li> </ul> <p><b>During the lessons, students:</b></p> <ul style="list-style-type: none"> <li>-Grapple with complex text.</li> <li>-Re-read for a second purpose and to increase comprehension.</li> <li>-Engage in discussion to answer essential question using textual evidence.</li> <li>-Write in response to essential question using textual evidence.</li> </ul>			
		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.

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

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
Inquiry Model	Grades K-5	Science Contact/Team Leaders	K-5 PLCs	On-going in science PLCs 2 times per month	Administrators targeted walk-throughs to monitor Inquiry lessons.	Administration Team

*End of Science Goals*

**Writing/Language Arts Goals**

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>			1.1. Lack of sufficient time to score and analyze data from monthly Symmes Writes.	1.1. Strategy Individualized instruction through conferencing  <u>Action Steps</u> 1. Teachers will attend and obtain a proficient score from the District Rubric training.  2. Throughout the student writing and editing process teachers will conference with students to refine the writing process and monitor skill acquisition.  3. A Saturday writing camp was implemented to remediate and	1.1. Who Administration, Elementary Writing Supervisor  How <u>District Letter of Proficiency</u>  <u>First Nine Week Check</u> Writing contact trains teachers on an on-going basis following each monthly district meeting.  <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u>	1.1. Increase student writing performance.  Individual teachers will average their writing scores during each 9-week period. Data will be aggregated by grade level and submitted to the administration team.  <u>First Nine Week Check</u> September Data Check 81 4 <sup>th</sup> grade students were assessed. 0 students scored 0 7 students scored 1 25 students scored 2 32 students scored 3 17 students scored 4 0 students scored 5 0 students scored 6 November Data Check 83 4 <sup>th</sup> grade students were assessed. Two students scored a 0 Three students scored a 1	1.1. <u>2-3x Per Year</u> <u>MAP Assessments</u>  <u>During Nine Weeks</u> Monthly Symmes Writes
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 91% to 94%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<b>91%</b>	<b>94%</b>					

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

				enrich student writing in January prior to the FCAT Writes.		<p>Twelve students scored a 2                  Thirty seven students scored a 3                  Twenty students scored a 4                  Nine students scored a 5  <u>Second Nine Week Check</u>                  92% of the grade 4 students scored a 3.0 or higher and 45% scored a 4.0 or higher on the district writing assessment in January.  <u>Third Nine Week Check</u>                  In February, 88% of the grade 4 students scored a 3.0 or higher and 51% scored a 4 or higher on the February district writing assessment.</p>	
			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
Writing Holistic Scoring Training	2-5	Writing Contact/team leaders	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal Team Leaders PLC Facilitators

*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
<b>1. Attendance</b>			1.1	1.1	1.1	1.1	1.1.
<b>Attendance Goal #1:</b> 1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. 2. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10% 3. The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintaining the student database.	<b>Tier 1</b> The school will establish an attendance committee comprised of Administrators, guidance counselor, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	Attendance committee will monitor the attendance data from the targeted group of students.	
	95%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	39	35					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	35	31					
						1.2.	1.2.
						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

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

Training by Social Worker	K-5	Nelson	All teachers K-5	Ongoing at faculty	Monthly attendance rates	

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	
<b>1. Suspension</b>		1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.  -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.  -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators).  -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.  -Where needed, administration conducts	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	1.1.	
<b>Suspension Goal #1:</b>	2012 Total Number of In-School Suspensions						2013 Expected Number of In-School Suspensions
The total number of In-School Suspensions for 2011-2012 was 10, out of school was 8.	10						9
The total number of Suspensions will decrease by 10%.	2012 Total Number of Students Suspended In-School						2013 Expected Number of Students Suspended In-School
	9						8
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8	7					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	4	3					

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

				individual teacher walk-through data chats.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Love and Logic Training	K-5	Guidance	K-5 grade level teams	Training in September-October	Monitor referrals	Administrators/Guidance

*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)).

<b>Dropout Prevention Goal(s)</b>		<b>Problem-solving Process to Dropout Prevention</b>				
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
<b>1. Dropout Prevention</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				

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

	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>1. Parent Involvement</b>	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.
			1.3.	1.3.	1.3.

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

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
<b>2. Parent Involvement</b> Parent Involvement Goal #2:		2.1.	2.1.	2.1.	2.1.	2.1.
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
<b>1. Health and Fitness Goal</b>		1.	1. Elementary students will engage in 150 minutes of	1. Principal	1. Checking student schedules	1.1.

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

<b>Health and Fitness Goal #1:</b> 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 <u>67</u> % on the Pretest to <u>70</u> % on the Posttest.	2012 Current Level :*	2013 Expected Level :*		physical education per week in grades kindergarten through 5.			
	<b>67%</b>	<b>70%</b>					
				2. Health and physical activity initiatives developed and implemented by the Principal's designee.  3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	2. Principal's designee.  3. Physical Education Teacher	2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)  3. Classroom walk-throughs Class schedules	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.  3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

**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
Training for P.E.	P.E. K-5	Coniglio	Coniglio, Nestor	Attend monthly PLCs	End of year Pacer Test	

**Continuous Improvement Goal(s)**

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

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

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

1. Continuous Improvement Goal		2012 Current Level :*	2013 Expected Level :*	1.1	1.1	1.1	
<b>Continuous Improvement Goal #1:</b>  The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 62% in 2012 to 70% in 2013.		<b>62%</b>	<b>70%</b>	1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 <b>Who</b> Principal Leadership Team Subject Area Leaders PLC facilitators  <b>How</b> -Administration will review PLCs logs and provide feedback. -Administrator walk-throughs of PLCs. -Administrator and leadership team members attend PLCs on a rotating basis.	1.1.
	1.2	Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2	1.2 <b>Who</b> Leadership team  <b>How</b> Leadership team aggregates the data	1.2 PLC surveys will be administered to teachers every nine weeks using tools from the book, <i>Teams to Teach</i> .	1.2.	1.2.
	1.3.		1.3.		1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
Workshop on PLC's	K-5	Reading Coach and Psychologist	School-wide	Faculty meeting on 9/25/12	PLC logs	Administrators

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

--	--	--	--	--	--

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

<b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b>			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>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			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
<b>C. Students scoring proficient in Listening/Speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>CELLA Goal #C:</b> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 78% to 81%.	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b> <b>78%</b>		<b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>			
	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
<b>D. Students scoring proficient in Reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #D:</b> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 50% to 53%.	<b>2012 Current Percent of Students Proficient in Reading :</b> <b>50%</b>		<b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>			
	2.2.	2.2.		2.2.	2.2.	2.2.

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

		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
<b>E. Students scoring proficient in Writing.</b>		2.1.	<b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 41% to 44%.	2012 Current Percent of Students Proficient in Writing : <b>41%</b>					
		2.2.		2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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

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

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

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

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

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

			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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>I. Students scoring in the upper third on Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>					
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>	J.1.	J.1.	J.1.	J.1.	J.1.	

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

<b>Science Goal J:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	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)).

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
<b>K. Students scoring in the middle or upper third (proficient) in Biology.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Biology Goal K:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	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

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

<b>L. Students scoring in upper third in Biology.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Biology Goal L:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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:			<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>			M.1.	M.1.	M.1.	M.1.	M.1.
<b>Writing Goal M:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: Implement/expand project/problem-based learning in math and science	1.1 Need common planning time for math and science teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.	
					1.1.	
					1.2.	
					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
Project-based learning	K-5	PLC Leaders	Grade level PLCs	On-going	Administrator walk-throughs	Administration

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

--	--	--	--	--	--

End of STEM Goal(s)

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

Commented [S1]: Please complete this goal.

CTE Goal(s) Based on the analysis of school data, identify and define areas in need of improvement:	Problem-Solving Process to Increase Student Achievement				
	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
<b>CTE Goal #1:</b> 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 10 in 2011-2012 to 15 in 2012-2013.		1. Provide field trips to local businesses or CTE student competitions.			Log of CTE field.
		2. Implement Middle School visits from Career Technical Student Organizations (CTSOs).			Log of Middle School CTOS visits.
		3. Use career workbooks, videos, and activities.			
		4. Implement guidance and/or APC Middle School presentations/visits (from feeder patterns and magnet) regarding CTE coursework options.			Log of Middle School presentations regarding CTE course options.
		5. Implement assemblies with students regarding CTE career choices. Use this information to plan and carry out CTE career activities.			Log of career assemblies
		6. Implement special speakers			Log of CTE special speakers

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

		to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.			
		7 Administer career surveys to the students to see interest areas of focus.			Career survey data

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
CTE training regarding CTE careers in the DOE Content Clusters			Teachers			
Integration of career opportunities in core academic areas			Teachers			
Availability of career coursework at the Feeder Middle Schools			-Guidance Counselors - District staff			
Availability of career coursework at the Magnet and Choice Schools			-Guidance Counselors - District staff			

*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		
<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
Reading goals 1-3	Purchase books to assist in the transition to Common Core for teachers	687.56	
Person Fitness goal 1	Purchase testing equipment for physical fitness test	299.07	
Reading goals 1-3	Purchase non-fiction books for use in guided reading	611.77	
Final Amount Spent			