Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lopez Elementary School	District Name: Hillsborough
Principal: Michael Engle	Superintendent: Maryellen Elia
SAC Chair: Mary Ann Davis	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.)

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

<u>High School Feedback Report</u>
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.

Positio n	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	FCAT/Statewing Learning Gains	ince Record (include prior School Grades, le Assessment Achievement Levels, s, Lowest 25%), and AMO progress along iated school year)
Princip al	Michael Engle	Degrees: BS-Physical Ed, M Ed-Ed. Leadership	4.5 years	14.5 years	11-12 B points	62 points Learning Gains, 72 from Lowest 25% (Reading)
		Certifications in			10-11 C	72% AYP
		Ed. Leadership, ESOL			09-10 B	74% AYP
					08-09 B	74% AYP
					07-08 A	92% AYP

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Assi stant	Mary Ann Martin	Degrees:	7 years	13 years	11-12 B	
Princip al		BA-Music Ed., MA-Music Ed			10-11 C	72% AYP
					09-10 B	74% AYP
		ED.D-Ed. Leadership			08-09 B	74% AYP
		Certifications in Ed. Leadership, ESOL			07-08 A	92% AYP

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	Name	Degree(s)/	Number	Number of Years	Prior Performance Record (include prior School	
Area		Certification(s)	of Years at Current	as an	Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO	
		, ,	School	Instructional	progress along with the associated school year)	
				Coach		
Reading	Bethany Catlin	B.S. Elementary	1 year	1 year	2011-2012 Lopez Elem. School Grade of B	
		Education			·	
					2003-2011 Walden Lake Elem. School all A grades	

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)
Teacher Interview Day	Principal	June, 2013	
2. Performance Pay	Principal	June, 2013	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	
5. School based Teacher Recognition System	Principal	Ongoing	
6. Opportunities for Teacher Leadership	Principal	Ongoing	
7. Regular Time for Teacher Collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are

Provide the strategies that are being implemented to support the staff in becoming highly

teaching out-of-field/ and who are not highly effective.	effective
There are 3 teachers teaching out of field for ESOL endorsement, but ARE highly qualified.	These teachers are in the process of taking classes toward ESOL endorsement.
There is 1 teacher who is teaching out of field and is	
NOT highly qualified.	This new teacher is in the process of taking classes towards her ESOL endorsement

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)).

Γ	То	%	%	%	%	%	%	%	%	%
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	m	st-	ch	ch	ch	ac	ly	ng	on	OL
	b	Ye	ers	ers	ers	he	Q	En	al	En
	er	ar	wi	wit	wi	rs	ua	do	В	dor
	of	Te	th	h 6-	th	wi	lifi	rs	oa	sed
	In	ac	1-5	14	15+	th	ed	ed	rd	""
	st	he	Ye	Ye	Ye	Ad	Te	Te	С	Tea
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	cti		of	of	of	nc	he	he	tifi	rs
	on		Ex	Ex	Ex	ed	rs	rs	ed	.
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	%	%	%	%	%	0		%	%
						%	(1		
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	rs))	ac		r)	
						he			
						rs)			

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Ment oring Activities
None			

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

Before and After-School Extended Learning Programs (ELP) are provided to ensure students needing additional remediation obtain sufficient time and intensive instruction to bring them to grade level or greater. Summer Reading Camp is provided for students in grades K-3 who are deficit in Reading. These programs use teachers who are highly qualified and participate in professional development offered in the District. Supplemental education Services (SES) are provided for students qualifying for free or reduced lunch in grades K-5. During school tutoring by retired teachers using SAI funds are scheduled for intensive guided reading for those students needing additional assistance or unable to attend those programs

Title I, Part C- Migrant

Migrant advocate, Carmen Escribano, who is assigned to Lopez as a consultant, provides services and support to students and parents who are considered migrant. Ms. Escribano works with teachers and other programs to ensure that the needs of migrant students are being met.

Title I, Part D

Teachers are encouraged to participate in Staff Development through Power Schools in order to increase student achievement in

Reading Writing, and Mathematics. Teachers are instructed to use IDEAS, the PDS site to sign-up for Power Courses.

Title II

Teachers are encouraged to participate in Staff Development through Power Schools in order to increase student achievement in Reading Writing, and Mathematics. Teachers are instructed to use IDEAS, the PDS site to sign-up for Power Courses.

Title III

Teachers are encouraged to participate in Staff Development through Power Schools in order to increase student achievement in Reading Writing, and Mathematics. Teachers are instructed to use IDEAS, the PDS site to sign-up for Power Courses.

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. However, at this time we do not have anyone assigned to our school to handle programs for the homeless.

Supplemental Academic Instruction (SAI)

SAI funds are used with Title I funds to provide a Summer Reading Camp for students in grades K-3 who are academically struggling in Reading. A Before and After-School Extended Learning Program (ELP) for students who need additional assistance in Reading, Writing, and Mathematics.

Violence Prevention Programs

Guidance Counselor, Patty Yovino, has initiated a Violence Prevention Program for classroom guidance that is age appropriate for students in grades K-5. The Hillsborough County Sheriff's Office provides a District approved program for Pedestrian Safety, Gun Safety, Stranger Awareness, etc. A bullying program has been initiated this school year in which students have immediate access to the Guidance Counselor. The faculty has been inserviced for bullying awareness in a detailed format so as to prevent bullying. In addition, Kids on the Block presents a bullying and school safety program for grade 4 and a personal safety program for grade 3. The Mendez Foundation presents drug prevention programs for Kindergarten and grade 2. A peer mediation program is also utilized

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Nutrition Programs
School Nutrition Services provides menus, nutritional food selection programs, and ongoing assistance for children to make choices about food.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A

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Other
N/A
Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
walti-frered System of Supports (M193) /itesponse to matraction/intervention (itti)
School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.
School-Based MTSS/Rtl Team:
Principal, Mr. Engle
Assistant Principal, Ms. Martin
Reading Coach, Ms. Catlin
School Psychologist, Ms. Terilli
Guidance Counselor, Mrs. Yovino
School Social Worker, Ms. Hoeffner
ESE Teacher, Mrs. Triscritti

Academic Intervention Specialist, Ms. Duncan

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The MTSS/Rtl team plans to meet quarterly to review and analyze Tier 1 universal screening data in reading to assess the effectiveness of the core reading program. A Tier 3 problem solving team consisting of the reading coach, school psychologist, guidance counselor, school social worker, ESE teacher and Academic Intervention Specialist meet weekly to discuss individual student problems at the Tier 3 level, review and analyze data, and develop an intervention and progress monitoring plan. Members of the Tier 3 problem solving team are each assigned to a grade level to serve as a consultant for supporting MTSS efforts at the Tier 3 level. The reading coach and school psychologist will also work with grade level PLCs to support MTSS efforts at the Tier 2 level.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the Rtl Problem-solving process is used in developing and implementing the SIP?
The school-based MTSS Leadership team participates in development and implementation of the school improvement plan by attending scheduled meetings to review and analyze reading data to determine whether instruction at the Tier 1 level, small group interventions at Tier 2 and individual student intervention plans at Tier 3 are effective at closing an identified achievement gap.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Data sources for identifying response to the Tier 1 core reading curriculum include the Florida Assessments for Instruction in Reading (FAIR), Stanford Achievement Test, Tenth Edition, Florida Comprehensive Assessment Test (FCAT), Running Record, and Developmental Reading Assessment, Second Edition (DRA-2).
Data will be managed electronically to facilitate sorting and graphic representation for data-based decision making. These data will be shared with grade level Professional Learning Communities at the Tier 2 level and used for forming small group reading interventions. Individual student progress in response to Tier 3 interventions in reading will be monitored through the use of EasyCBM.
Describe the plan to train staff on MTSS.
The MTSS structure was briefly explained to faculty during pre-planning. Information was also summarized in a pamphlet and provided to the faculty. The reading coach and school psychologist trained the faculty on the use of EasyCBM for monitoring progress in reading. The Area 7 Rtl facilitator trained
the Tier 3 problem solving team on the new district forms for documenting interventions.
Describe plan to support MTSS.
With support from administration, the reading coach and school psychologist plan to work with grade level PLCs to continue providing training and support for analyzing data, developing Tier 2 intervention groups and monitoring intervention effectiveness in reading.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team Identify the school-based Literacy Leadership Team (LLT). The Lopez School Based Literacy Leadership Team includes the following: Some participate on an ad hoc basis while others are core members. A. Principal **B.** Assistant Principal for Curriculum C. Academic Intervention Specialist D. School Psychologist **E. Guidance Counselor** F. Social Worker G. Reading Coach H. PLC Facilitator for each of Grades K-5 I. School Advisory Council Chair J. ESE Team Leader

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

The purpose of our Literacy Leadership Team, functioning as the main leadership team of the school, is to use school-wide data, as well as grade level common assessments data, to identify students in need of additional support beyond the core curriculum and school-wide behavior management system. The Literacy Leadership Team will also develop a research-based intervention plan to match resources to student needs and provide high quality instruction / intervention matched to student performance needs and learning rate over time to make important education decisions to guide instruction. The Literacy Leadership Team functions to address the progress of low-performing students to help identified students make adequate yearly progress and to help students stay in the regular education setting while improving long term outcomes. The Literacy Leadership Team also functions to address the needs of high-performing students to ascertain if they need additional support from an Academically Gifted Program environment. The team uses a collaborative problem-solving model and all decisions are made with data. The team will also identify professional development needs and resources for teachers.

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

. In this second year of implementation, the Literacy Leadership Team will meet with grade level PLCs at least twice monthly to compile and disaggregate data, review and interpret student data (both academic and behavioral), discuss individual student needs, collaborate with PLCs to update the Reinforcement Instructional Calendars, collaborate with PLCs in the implementation of the Continuous Improvement Model and progress monitoring (including help plan FCIM for use in the classroom), assist with the provision of Differentiated Instruction and serve as an information resource for the teachers. The Literacy Team members will meet at least twice monthly to discuss specific students, their needs, and develop plans to meet those needs. In this second year of a five year plan, rudimentary efforts will be made to establish the use and monitoring of the new Multi-Tiered Systems of Support (MTSS). This new proactive approach endeavors to provide early intervention services to address academic, social-emotional, and/or behavioral difficulties early. The problem-solving process within the MTSS framework looks at how students respond to changes in how they are taught in their classroom.

Tier 1 – The students receive high quality, research-based instruction in the core-curriculum to meet their needs in the general education classroom. Universal screenings are completed to identify students who are not achieving as expected and require additional support within the core curriculum.

Tier 2 – Students are provided with small-group, supplemental instruction in addition to core instruction. Tier 2 instruction is meant to supplement, enhance, and support Tier 1 and progress is monitored more frequently.

Tier 3 – Students receive intensive, strategic, supplemental instruction specifically designed to meet the student's needs. Typically, this instruction targets specific skill deficits and is extended beyond the time for Tier 1 and 2. Progress is monitored more frequently than Tier 2.

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County

ablic Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 112-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological wareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of ese assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better inderstanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include indergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are incouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.
rades 6-12 Only Sec. 1003.413 (b) F.S
r schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.
igh Schools Only
te: Required for High School-Sec. 1003.413(g)(j) F.S.
w does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance ir future?
w does the school incorporate students' academic and career planning, as well as promote student course selections, so that studen urse of study is personally meaningful?

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Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School</u> <u>Feedback Report</u> .

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1. FCAT 2.0: Students	ከ. 1.	1.1.	h.1.	h.1.	1.1.	
scoring proficient in	l'			l''''		
	L Tagabara ara	Strata av.	M/h o	Toochor Lovel	2 2v Don Voor	
reading (Level 3-5).	Teachers are	Strategy:	<u>Who</u>	Teacher Level	2-3x Per Year	
	at varying	T:	Dringing	Tanahawa wasilaat	Dietwiet beseline	
		Tier I	-Principal	-Teachers reflect	-District baseline	
	to implement		4.5		and mid-year	
		Core	-AP		testing	
		Continuous		specific evidence of		
				learning and use this		
	Model (C-CIM			knowledge to drive		
	with the core		-PLC Facilitator	future instruction.	- FAIR On-	
	,	Differentiated			going Progress	
	assessments		-Classroom		Monitoring in	
	ļ.	(DI)	teachers		comprehension	
				-Teachers maintain		
				their assessments in		
			Mentor	the on-line grading		
			Evaluators	system.	During Nine Weeks	
	planning	of this				
		strategy is to			- common	
	analyze	strengthen			assessments (pre,	
	data to	the math core		-Teachers use the on-	post, mid-year,	
	identify best	curriculum.		line grading system	chapter, unit)	
	practices.	Students'	<u>How</u>	and the IPT data		
		comprehensi		to calculate their		
		on of course	-PLC logs	students' progress		
		content/	turned into	towards the SMART		
	- Need for	standards	administration.	goals developed in		
	additional	increases		their PLC.		
	training to	through				
		teachers'				
			Administration			
			provides	-Teachers chart		
			feedback.	their students'		
		Specially,		progress towards the		
		teachers use		SMART goal, either		
		C-CIM (Core		individually or as		
		Continuous	-School-	averages (as decided		
				in the PLC)		
				[
	impleme	Model)	classroom walk-	,		

ntation of with core	througho by	1		
	throughs by	⊢ I		
Differentiated curriculum	administration,	DI 0/T I I		
Instruction and provide		PLC/Team Level		
(both with Differentiated	observing this	51 6 1		
low and high Instruction	strategy, using	-PLC unit assessment		
performing (DI) as a	a form which	data will be recorded		
students) result of the		in a class/subject-		
common	strategies.	specific PLC data		
assessments		base (excel spread		
to ensure		sheet).		
the mastery		1		
of essential	-Evidence	1		
skills.	of strategy	1		
	in teachers'	-PLCs will review unit		
	lesson plans	assessments and		
	seen during	chart the increase		
Action Steps	administration	in the number of		
	walk-throughs.	students reaching at		
		least 70% mastery on		
I F		units of instruction.		
PLAN				
	-EET Formal	1		
(in planning	Evaluations	1		
PLCs before		-PLCs will calculate		
instruction)		the average unit		
l listraction,		assessment score		
-Identify the	-EET Pop-Ins	for all their students		
	-	across the PLC per		
and learning	and peer/	class/subject		
	mentor), using	Liass/subject		
upcoming unit				
of instruction,		DI O to ome units		
answering	Observation	-PLC team will		
the question,	Pop-In Form	determine how to		
"What do we	(EET tool)	report and share data		
want students		with the Problem		
to learn?"		Solving Leadership		
(EET Rubric		Team, which the		
1e, 4d)	-Monitoring	facilitator will then		
	data will be	do.		

	reviewed	1 1		
I domition the	every nine			
-Identify the	weeks during	Data is used to		
common	report card	-Data is used to		
assessment	conferences.	identify effective		
for the		activities in future		
upcoming unit	-	lessons.		
of instruction,				
addressing		L I		
the question,				
"How will we		<u>Leadership Team</u>		
know if they		<u>Level</u>		
have learned				
it?" (EET		-The Problem		
Rubric 1f, 4d)		Solving Leadership		
		Team will		
		Determine what		
-PLCs write		specific data should		
SMART		be reported.		
goals for the				
upcoming unit				
of instruction.				
(EET Rubric		The Problem Solving		
1c, 4d)		Leadership Team		
10, 44)		determines and		
		maintains a school-		
		wide data system		
- As a		to track student		
Professional		progress.		
		progress.		
Development activity in				
activity in				
their PLCs,		The Duckless Calais		
teachers		-The Problem Solving		
spend time		Leadership Team will		
sharing,				
researching,		review assessment		
teaching, and		data for positive		
modeling		trends at a minimum		
researched-		of once a month		

	-		<u> </u>	
based best				
practice				
strategies.				
		Problem Solving		
	Lead	dership Team will		
	revi	ew assessment		
DO / CHEC	(data	for trends		
	indi	cating a need for		
(in the		e differentiated		
classroom		ruction at a		
		imum of once a		
-Instruct	mon			
students				
using the d	ore			
curriculum				
incorporati		Problem Solving		
effective		dership Team will		
strategies				
Differentiat		data to determine		
Instruction		effectiveness		
strategies		trategy		
planned at		lementation,		
their PLC		plemental		
meetings.		ruction for		
l inotango.		eted students and		
		re professional		
		elopment for		
-At the end		chers.		
of the unit,	leac	illers.		
teachers gi	10			
a common	^{,e}			
I I	.			
assessmer identified	'			
I I		1		
from the co	re			
curriculum				
material. (I	·='			
Rubric 3d)		1		

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CHECK / ACT			
(teachers in PLC after the common assessment)			
-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)			
- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)			
- Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to	t		

 -		
be moved to		
mini-lessons		
or re-teach		
for the whole		
class and c)		
decide what		
skills need		
to re-taught		
to targeted		
students. (EET		
Rubric 1b, 1c)		
·		
-PLCs discuss		
DI strategies		
for re-teaching		
of essential		
skills and		
how it will be		
accomplished.		
-Teachers		
provide		
Differentiated		
Instruction		
to targeted		
students		
(remediation		
and		
enrichment),		
including		
implementatio		
n of the Walk		
to Success		
program daily		

-PLCs record their work in logs/charts.		
-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)		
CHECK / ACT		
(whole school) -Participate in faculty and/ or PLC SIP reviews where effective C- CIM and DI strategies are showcased.		

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- 10 diam 19	Level of	2013 Expected Level of Performance:*			
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 60% to 62%.					
In Grade 2, the percentage of students scoring a Stanine 4 or higher on the Stanford 10 will increase from 65% to 70%.					
In Grade 1, the percentage of students scoring a Stanine 4 or higher on the Stanford 10 will increase from 67% to 70%.					
At the end of the year, 50% of Kindergarten students will score a Level 3 or higher on the DRA2 and 25% will score a Level 4 or higher on the DRA2.					

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60 %	62 %			

1.2.	1.2.	1.2.	1.2.	1.2.
Teachers are at different	Strategy:	<u>Who</u>	Teacher Level	2-3x Per Year
levels of	Teachers will consistently	-Principal	 -	-District baseline and mid-year testing
on in the area of "guided	follow the Gradual Release		-Teachers reflect on lessons during	
lessons.	Lesson Delivery model, (a		the unit citing/using specific evidence	- FAIR On-going
	reading strategy which crosses		this knowledge	Progress Monitoring in comprehension
Students	all content areas) including	-Classroom teachers -Peer and Mentor	to drive future instruction.	
accountability	explicit instruction, modeled	Evaluators		-Student successful and appropriate
achievement	instruction, guided		-Teachers maintain	
	practice, and independent		in the on-line grading system.	Conferencing
Parents are at	we do, you do	How_		
of involvement	independently)	-PLC logs turned into administration.	-Teachers use the	During Nine Weeks
	(EET Rubric 1a, 1b, 3a, 3c, 3e)	provides feedback.	on-line grading system and the IPT data to calculate	During Nine Weeks - common
their children.			their students'	assessments (pre, post, mid-year,
		-School-based informal classroom	the SMART goals developed in their PLC.	chapter, unit)
	PLAN	observing this strategy, using a form		
1 I	(teacher	which includes the SIP strategies.	-Teachers chart their students' progress towards the SMART goal,	

i i		1	- 141 1 15 1 10	-	
l l	-Instructional		either individually		
		-Evidence of strategy			
		in teachers' lesson	decided in the PLC)		
		plans seen during			
l l		administration walk-	<u> </u>		
	•	throughs.			
	development		PLC/Team Level		
	on how to plan				
	appropriately		-PLC unit		
l l		-EET Formal	assessment data		
		Evaluations	will be recorded		
	students		in a class/subject-		
	sufficient		specific PLC data		
	opportunity to		base (excel spread		
	practice new	-EET Pop-Ins	sheet).		
	skills using a	(administration and			
		peer/mentor), using			
	lesson format	the HCPS Informal			
	that promotes	Observation Pop-In	-PLCs will review		
	a gradual	Form (EET tool)	unit assessments		
	release of	l ' '	and chart the		
	responsibility.		increase in the		
	(EET Rubric 1a,		number of students		
	1b, 3a, 3c, 3e)	-Monitoring data	reaching at least		
	, , ,	will be reviewed	70% mastery on		
		every nine weeks	units of instruction.		
		during report card			
		conferences.			
	will attend				
	professional	L	-PLCs will calculate		
	development on	Γ	the average unit		
	implementing		assessment		
	Student-Led		score for all their		
	Conferencing		students across		
			the PLC per class/		
			subject		
	PLAN				
	(in PLCs before		-PLC team will		

la i v l	
the lessons)	determine how to
	report and share
-Brainstorm	data with the
ideas for	Problem Solving
implementing	Leadership Team,
the gradual	which the facilitator
release of	will then do.
responsibility	
model such as	
*discuss and	-Data is used to
plan out how	identify effective
much time it will	activities in future
take for each	lessons.
component of	
the gradual	
release model	
within an	Leadership Team
upcoming	Level_
lesson or	
concept based	-The Problem
on meeting	Solving Leadership
individual	Team will
student needs	
Student needs	Determine what
*discuss	
	specific data
specific guided	should be reported.
practice	
teaching	
strategies	
that can be	-The Problem
implemented	Solving Leadership
in upcoming	Team determines
lessons found in	and maintains a
resources such	school-wide data
as the books,	system to track
<u>Teach Like a</u>	student progress.
<u>Champion</u> and	
Better Learning	
<u>Through</u>	
···· 4 x 3.1.	

h	
<u>Structured</u>	-The Problem
Teaching: A	Solving Leadership
Framework for	Team will
the Gradual	
Release of	review assessment
Responsibility.	data for positive
	trends at a
*discuss	minimum of once a
specific	month
strategies	
for involving	
students	
in active	-The Problem
participation in	Solving Leadership
learning such	Team will review
as collaborative	assessment
structures,	data for trends
manipulatives	indicating a
and accountable	need for more
talk.	differentiated
	instruction at a
	minimum of once a
	month.
-Discuss and	
plan ways to	
increase student	
practice and	-The Problem
discussion of	Solving Leadership
skills learned	Team will
in the lesson	l Calli Will
(instead of	use data to
IN I	determine the
lesson being	
teacher-	effectiveness
centered) (EET	of strategy
Rubric 1a, 1b,	implementation,
4d)	supplemental
	instruction for
	targeted students
l	and future
-Identify the	professional

 	1	
common	development for	
assessment	teachers.	
for the		
upcoming unit		
of instruction,		
addressing the		
addressing the		
question, "How		
will we know		
if they have		
learned it?"		
(EET Rubric 1f,		
(4d)		
]		
Idonés de		
-Identify the		
common		
assessment		
for the		
upcoming unit		
of instruction,		
addressing the		
question, "How		
will we know		
if they have		
learned it?"		
(EET Rubric 1f,		
4d)		
1 I I		
-Plan for the		
portfolio items		
to be included at		
the next Parent-		
Teacher-Student		
Conference		
1 I		
<u> </u>		

bo / OUEO/		
DO / CHECK		
l, .		
(teacher		
actions in the		
classroom)		
-Teachers		
implement the		
gradual release		
model in the		
classroom		
ensuring the		
pacing of		
the lesson is		
appropriate,		
providing		
students the		
time needed to		
be intellectually		
engaged in each		
stage. (EET		
Rubric 3a, 3c,		
3e)		
- Guide students		
through		
collection of		
documentation		
of learning (EET		
Rubric 3d)		
-Give a common		
assessment		
identified		
from the core		
curriculum		

material (EET
Rubric 3d)
-After the
assessment,
provide timely
feedback;
students use
the feedback
to enhance
their learning;
students use
feedback to
write plan for
upcoming
Student-Led Student-Led
Conference
(EET Rubric 3d)
CHECK / ACT
OILOR / AOI
(Teachers /
PLCs after
the common
assessment)
-Teachers
bring common
assessment
data back to
PLCs
-Based on the
data, teachers
reflect on their
own teaching
Journ 1000-1111

(EET Dubrie 4a)	i	
(EET Rubric 4a)		
-Using the		
data, effective		
gradual release		
strategies and		
techniques		
are identified,		
discusses,		
and modeled		
in order to		
implement		
techniques in		
future lessons.		
(EET Rubric		
1c,1f, 4a, 4d, 4e)		
-Gradually		
increasing		
the level of		
involvement,		
students		
implement		
Student-Led		
Conferencing		
CHECK / ACT		
(Administration		
Leadership		
Team)		
[]		
-Through walk-		
throughs,		
mirougiis,	l .	

teachers are dentified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e) -Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4d, 4e) -PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share
who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e) -Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e) -Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e) -PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers
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classrooms (EET Rubric 4e) -PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers
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successes and
challenges
-Gradual release

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

			strategies and techniques are on the Leadership				
			Team's agendas in order to discuss strategy implementation, concentrating				
			on barriers and how they can be overcome.				
			CHECK / ACT (whole faculty)				
			-Teachers will participate in faculty and PLC SIP Reviews where gradual release				
			strategies and techniques are showcased.				
		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

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading	2.1.	See Goals 1, 3, & 4	2.1.	2.1.	2.1.		
Reading Goal #2: In grades 3-5, the percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 29% to 30%.	Performance:*	2013 Expected Level of Performance:*					
		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	
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		will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points	3.1.	3.1.	3.1.	3.1.	3.1.	
for students making	0.1.	[0.1.	[[
Learning Gains in			Who	Teacher Level		
reading.			<u> </u>			
l caamig.	Teachers are	Strategy:	-Principal	Teachers reflect	2-3x Per Year	
	at varying		l illioipai	on lessons during		
	skill levels	Tier I	-AP	the unit citing/using	-District baseline	
	to implement			specific evidence of	and mid-year	
		Core	-Reading Coach	learning and use this	testing	
	Continuous	Continuous	I Cauling Coacin	knowledge to drive		
		Improvement	-PLC Facilitator	future instruction.		
	Model (C-CIM		l Lo i domitator			
	with the core		-Classroom		- FAIR On-	
	,	Differentiated	teachers		going Progress	
	assessments		100011010	Teachers maintain	Monitoring in	
		(DI)	-Peer and	their assessments in	comprehension	
			Mentor	the on-line grading		
			Evaluators	system.		
		The purpose			During Nine Weeks	
		of this				
		strategy is to		Teachers use the on-	- common	
		strengthen		line grading system	assessments (pre,	
		the math core	<u>How</u>	and the IPT data	post, mid-year,	
	•	curriculum.		to calculate their	chapter, unit)	
	P .	Students'	-PLC logs	students' progress		
		comprenensi	turned into	towards the SMART		
		on of course	administration.	goals developed in		
		content/		their PLC.		
		standards				
		increases		-Teachers chart		
		through	Administration	their students'		
		teachers'	provides	progress towards the		
		use of data	feedback.	SMART goal, either		
	PLCs.	to inform		individually or as		
		instruction.		averages (as decided		
		Specially, teachers use		in the PLC)		
			-School-			
		C-CIM (Core	based informal	L		
		Continuous	classroom walk-			
	levels of	Improvement				

		oughs by I	PLC/Team Level		
Differentiated		, i	-PLC unit assessment		
Instruction a	and provide obse	serving this	data will be recorded		
(both with	Differentiated strat	ategy, using li	in a class/subject-		
low and high li			specific PLC data		
performing (DI) as a inclu	ludes the SIP	base (excel spread		
students) r	esult of the strat	ategies.	sheet).		
	common				
a	assessments				
l l	o ensure				
			-PLCs will review unit		
		<u> </u>	assessments and		
			chart the increase		
			in the number of		
			students reaching at		
			least 70% mastery on		
	Action Steps walk	lk-throughs. և	units of instruction.		
	-				
	PLAN -EET	T Formal	-PLCs will calculate		
			the average unit		
	in planning		assessment score		
	PLCs before		for all their students		
	nstruction)		across the PLC per		
[class/subject		
		ministration			
e	essential skills and				
a	and learning men	ntor), using			
	argets for the the I		-PLC team will		
	upcoming unit Info		determine how to		
	of instruction, Obs		report and share data		
			with the Problem		
			Solving Leadership		
I I	What do we		Team, which the		
	vant students		facilitator will then		
	o learn?"		do.		
I P		onitoring			
[le, 4d) data	a will be			

		, 	 	
	reviewed	1		
	every nine	-Data is used to		
	weeks during	identify effective		
-Identify the	report card	activities in future		
common	conferences.	lessons.		
assessment		1		
for the		L		
upcoming unit		1		
of instruction,		<u>Leadership Team</u>		
addressing		<u>Level</u>		
the question,		1		
"How will we		-The Problem		
know if they		Solving Leadership		
have learned		Team will		
it?" (EET		1		
Rubric 1f, 4d)		Determine what		
		specific data should		
		be reported.		
		1 ' 1		
-PLCs write		1		
SMART		1		
goals for the		-The Problem Solving		
upcoming unit		Leadership Team		
of instruction.		determines and		
(EET Rubric		maintains a school-		
1c, 4d)		wide data system		
		to track student		
		progress.		
		progress.		
- As a				
Professional				
Development		-The Problem Solving		
activity in		Leadership Team will		
their PLCs,		may in any and a second second		
teachers		review assessment		
spend time		data for positive		
sharing,		trends at a minimum		
researching,		of once a month		
teaching, and				
modeling				

		-		
	researched-			
I I		-The Problem Solving		
		Leadership Team will		
	<u> </u>	review assessment		
		data for trends		
		indicating a need for		
		more differentiated		
	DO / CHECK	instruction at a		
		minimum of once a		
	in the	month.		
	classroom)			
	,			
	Instruct	l		
		-The Problem Solving		
I I		Leadership Team will		
	curriculum,	Louder Simp Team Will		
		use data to determine		
		the effectiveness		
		of strategy		
		implementation,		
I I		supplemental		
	<u> </u>	instruction for		
		targeted students and		
		future professional		
r		development for		
		teachers.		
		l		
	At the end	l		
k	of the unit,	l		
l lt	eachers give	l		
	a common	l		
I I	assessment	l		
I I	dentified	l		
	from the core	l		
	curriculum	 		
	material. (EET	 		
	Rubric 3d)	 		
	(abi io ou)	l		
		l		

CHECK / ACT (teachers in PLC after the common		
assessment) -Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)		
- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)		
- Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what		

skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b, 1c)		
-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.		
-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment), including implementatio n of the Walk to Success program daily		

	,		
-PLCs record their work in logs/charts.			
-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)			
CHECK / ACT (whole school) -Participate in			
faculty and/ or PLC SIP reviews where effective C- CIM and DI strategies are showcased.			

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

Reading Goal #3:	2012 Current	2013 Expected			
	<u>Level of</u> Performance:*	<u>Level of</u> <u>Performance:*</u>			
	r criorinanoc.	CHOMINIOC.			
In grades 3-5, the					
percentage of All					
Curriculum students					
making learning gains					
on the 2013 FCAT					
Reading will increase					
from 62% to 64%.					
	62	64			
	la a inta	laciate			
	points	points			

3.2.	3.2.	3.2.	3.2.	3.2.	$\overline{}$
Teachers a					
at varying		Who_	Teacher Level	2-3x Per Year	
levels with	ti ic	 	TCGOTICT LCVCT	<u> </u>	
F-CIM mod	el Tier II and III	-Principal	-Teachers reflect	-District baseline and	
		'	on lessons during	mid-year testing	
	Florida	-AP	the unit citing/using		
Teachers'	Continuous		specific evidence		
implement	at Improvement	-Reading Coach	of learning and use		
ion of the	Model (F-	L	this knowledge	- FAIR On-going	
CIM mode	ie CIM) with	-PLC Facilitator	to drive future	Progress Monitoring in	
not consis	tent Differentiated	Classes to a share	instruction.	comprehension	
within gra	le Instruction (DI)	-Classroom teachers			
levels or		-Peer and Mentor			
across gra	de	Evaluators	LTeachers maintain	During Nine Weeks_	
levels.	Students'	Lvaluators	their assessments	Burning Wife Weeks	
	comprehension		in the on-line	- common	
	of course		grading system.	assessments (pre,	
There is a	content/			post, mid-year,	
of commo	n standards			chapter, unit)	
planning t	_{me} increases	<u>How</u>			
to develop	through	.	-Teachers use the		
and identi	_v	PLC logs turned into			
PLC based	data to inform	administration.	system and the IPT		
mini-lesso	ns instruction.		data to calculate their students'		
and mini-	Specially, teachers use on]	progress towards		
assessme	nts going process	Administration	the SMART goals		
(using	monitoring data		developed in their		
curriculun	(FCAT, district		PLC.		
based materials)	formative				
geared to	assessments,				
on-going	baseline, mid-	-School-based			
progress	P ·	informal classroom	-Teachers chart		
monitoring	paced	walk-throughs by	their students'		
	assessments	administration,	progress towards		
	and daily class		the SMART goal,		
	work) to plan	observing this	either individually		

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	i			, , , , , , , , , , , , , , , , , , , ,
			strategy, using a form	
I I	There is a lack r			decided in the PLC)
			SIP strategies.	
		assessments (F-		L
	to analyze 💢	CIM).		
	mini-lesson			PLC/Team Level
	data.	_	-Evidence of strategy	
			in teachers' lesson	-PLC unit
			plans seen during	assessment data
				will be recorded
	Teachers lack	Action Steps	throughs.	in a class/subject-
	understanding			specific PLC data
	of when			base (excel spread
· · · · · · · · · · · · · · · · · · ·	and how to	_		sheet).
I I	implement the F	ΡΙ ΔΝ	-EET Formal	
	mini-lessons		Evaluations	
		in planning		
	District pacing F			-PLCs will review
		instruction)		unit assessments
	guiue.	iiisti uctioii)	-EET Pop-Ins	and chart the
		Identify the		increase in the
			ľ	
			pr ,,	number of students
			the HCPS Informal	reaching at least
				80% mastery
			Form (EET tool)	on each mini-
	text to develop			assessment.
		answering		
· · · · · · · · · · · · · · · · · · ·		the question,		
	and mini-	'What do we	-Monitoring data	
			will be reviewed	-PLCs will chart
		•	every nine weeks	their overall
	F			progress towards
			conferences.	the SMART goal.
			L	
	<u> </u>	Identify the		
		common		-After each
		assessment		assessment
		for the		PLCs will ask
		upcoming unit		the following
		apconning unit		kile lollowing

1 10 4 4 11	1 1	
of instruction,	questions:	
addressing the		
question, "How	1. are there skills	
will we know	that need to be re-	
if they have	taught in a whole	
learned it?"	lesson to the entire	
(EET Rubric 1f,	class?	
4d)		
	2. are there skills	
	that need to be re-	
	taught as mini-	
-PLCs write	lessons to the	
SMART	entire class using	
goals for the	a different teaching	
upcoming unit	technique?	
of instruction.	passingue i	
(EET Rubric 1c,	3. are there skills	
4d)	that need to be re-	
Γ ^ω ,	taught to targeted	
	students only?	
	Students only?	
- As a	4. How do we	
Professional	report and share	
Development	our results with the	
activity in	our results with the	
their PLCs,	Problem Solving	
	Leadership ream?	
	├	
The state of the s	<u>Level</u>	
strategies.		
	will share data	
	with the Problem	
DO / CHECK	Solving Leadership	
	Team. I	
teachers spend time sharing, researching, teaching, and modeling researched- based best- practice strategies.	with the Problem	

	(in the		
	classroom)		
	olassi com)		
		_,	
	-Instruct	-The Problem	
	students	Solving Leadership	
	using the core	Team will	
	curriculum,	determine what will	
	incorporating	be done with the	
	effective	data/information	
	strategies and	at their level and	
	Differentiated	how the data will	
	Instruction	help in Tier 2 and 3	
	strategies	decision making.	
	planned at their		
	PLC meetings.		
	[
	-At the end		
	of the unit,		
	teachers give		
	a common _		
	assessment		
	identified		
	from the core		
	curriculum		
	material. (EET		
	Rubric 3d)		
	CHECK / ACT		
	PULCOK / ACT		
	(teachers		
	in PLC after		
	the common		
	assessment)		
	-Teachers bring		
	assessment		
	accoconion.		

data back to
the PLCs. (EET
Rubric 3d, 4d)
- Based on the
data, teachers
discuss
strategies that
were effective
and reflect
on their own
teaching. (EET
Rubric 4a, 4d)
rabile 4a, 4a/
- Based on the
data, teachers
uata, teachers
a) decide what
skills need to
be re-taught in
a whole lesson
to the entire
class, b) decide
what skills need
to be moved to
mini-lessons
or re-teach for
the whole class
and c) decide
what skills need
to re-taught
to targeted
students. (EET
Rubric 1b, 1c)

-PLCs discuss DI strategies for re-teaching of essential skills and how it will be accomplished.	
-Teachers provide Differentiated Instruction to targeted students (remediation and enrichment), including implementation of the Walk to Success program daily	
-PLCs record their work in logs/charts.	
-Teachers will provide timely feedback to students, who then use the feedback to enhance their	

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		3.3.		3.3.		3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	will the fidelity be	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for 4 students in Lowest 25%		4.1.	4.1.				
				4.1.	4.1.		
	Teachers are						
1	at varving						
ا آ	skill lovols		<u>Who</u>	Teacher Level	2-3x Per Year		
	to implement						
	the Core	Tier I	•		-District baseline		
	Cantinuaua				and mid-year		
I		Core			testing		
				specific evidence of			
l V	with the care i			learning and use this			
k	curriculum)	IVIOGEI (C-		knowledge to drive			
	accacemante	CIM) with	-PLC Facilitator	future instruction.	- FAIR On-		
		Differentiated			going Progress		
			-Classroom		Monitoring in		
		(DI)	teachers		comprehension		
			l	-Teachers maintain			
	Lack of			their assessments in			
l lr	planning			the on-line grading	L		
[t			Evaluators	system.	During Nine Weeks	-	
k	anaivze i	of this					
	uata to	strategy is to			- common		
		strengthen			assessments (pre,		
 	OFACHICES. I	the math core		-Teachers use the on-			
		curriculum. Students'		line grading system and the IPT data	chapter, unit)		
				to calculate their			
		comprehensi on of course		students' progress			
 	- Need for		_	towards the SMART			
	additional			goals developed in			
	training to	increases		their PLC.			
	mpiement	through		then I Lo.			
1	Ellective	teachers'		-Teachers chart			
 F	FLUS.			their students'			
				progress towards the			
				SMART goal, either			
		Specially,		individually or as			
	- reachers	teachers use		averages (as decided			
	at different	C-CIM (Core		in the PLC)			
I	eveis oi						
 	mbieme i		based informal				
	mpleme	Continuous	-School-	,			

ntation of	Model)	classroom walk-			
Differentiated			PLC/Team Level		
		administration,			
I	and provide		-PLC unit assessment		
l P			data will be recorded		
1		•	in a class/subject-		
			specific PLC data		
· · · · · · · · · · · · · · · · · · ·			base (excel spread		
I I			sheet).		
I I	assessments	3	'		
	to ensure				
	the mastery				
		-Evidence	-PLCs will review unit		
	skills.	of strategy	assessments and		
		in teachers'	chart the increase		
		lesson plans	in the number of		
		seen during	students reaching at		
	Action Steps		least 70% mastery on		
		walk-throughs.	units of instruction.		
	_				
	PLAN				
			-PLCs will calculate		
	`		the average unit		
I I	PLCs before		assessment score		
	instruction)		for all their students		
			across the PLC per		
			class/subject		
		(administration			
		and peer/			
	targets for the				
	upcoming unit		-PLC team will		
	of instruction,		determine how to		
			report and share data		
			with the Problem		
			Solving Leadership		
	want students		Team, which the		
	to learn?"		facilitator will then		
	(EET Rubric		do.		
	1e, 4d)	-Monitoring			

	ما الني مدد	1		
	data will be			
	reviewed	1		
	every nine	-Data is used to		
-Identify the	weeks during	identify effective		
common	report card	activities in future		
assessment	conferences.	lessons.		
for the				
upcoming unit	: <u>L</u>	L		
of instruction,				
addressing		<u>Leadership Team</u>		
the question,		<u>Level</u>		
"How will we				
know if they		-The Problem		
have learned		Solving Leadership		
it?" (EET		Team will		
Rubric 1f, 4d)				
		Determine what		
		specific data should		
		be reported.		
-PLCs write		20 10po110u		
SMART				
goals for the				
upcoming unit		The Problem Solving		
of instruction.		Leadership Team		
(EET Rubric		determines and		
1c, 4d)		maintains a school-		
		wide data system		
		to track student		
- As a		progress.		
Professional				
Development activity in		The Broblem Caluder		
activity in		-The Problem Solving		
their PLCs,		Leadership Team will		
teachers		I		
spend time		review assessment		
sharing,		data for positive		
researching,		trends at a minimum		
teaching, and		of once a month		
modeling				

	researched-	1		
	based best-	[L		
	practice	-The Problem Solving		
	strategies.	Leadership Team will		
		review assessment		
		data for trends		
		indicating a need for		
	DO / CHECK	more differentiated		
		instruction at a		
	(in the	minimum of once a		
	classroom)	month.		
1	-Instruct	1		
	students			
	using the core	-The Problem Solving		
	curriculum,	Leadership Team will		
	incorporating	[Cadersing ream will		
	effective	use data to determine		
	strategies and	the effectiveness		
	Differentiated	of strategy		
		implementation,		
	• • • • • • • • • • • • • • • • • • •			
		supplemental		
	planned at	instruction for		
	their PLC	targeted students and		
	meetings.	future professional		
		development for		
		teachers.		
	-At the end	1		
	of the unit,			
	teachers give			
	a common	1		
	assessment	1		
	identified			
	from the core	1		
	curriculum	1		
	material. (EET	1		
	Rubric 3d)	1		
1		1		

T T	<u> </u>	<u> </u>	r	
	CHECK / ACT			
	(teachers in PLC after the common assessment)			
	-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)			
	- Based on the data, teachers discuss strategies that were effective and reflect on their own teaching. (EET Rubric 4a, 4d)			
	- Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what			

skills need to be moved to		
mini-lessons or re-teach for the whole		
class and c) decide what skills need		
to re-taught to targeted		
students. (EET Rubric 1b, 1c)		
-PLCs discuss		
DI strategies for re-teaching		
of essential skills and how it will be		
accomplished.		
-Teachers		
provide Differentiated Instruction		
to targeted students		
(remediation and enrichment),		
including implementation of the Walk		
to Success program daily		

-PLCs record their work in logs/charts.		
-Teachers will provide timely feedback to students, who then use the feedback to enhance their own learning (EET Rubric 3d)		
CHECK / ACT (whole school) -Participate in faculty and/ or PLC SIP reviews where effective C-CIM and DI strategies are showcased.		

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In grades 3-5, the percentage of All	Level of	2013 Expected Level of Performance:*			
Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 72% to 74%.					
	72 points	74 points			

4.2.	4.2.	4.2.	4.2.	4.2.
Teachers are at varying skil	Strategy:	Who_	Teacher Level	2-3x Per Year
levels with the F-CIM model		-Principal	-Teachers reflect on lessons during	-District baseline and mid-year testing
	Florida Continuous	-AP	the unit citing/using specific evidence	
Teachers'	Improvement Model (F- CIM) with	-Reading Coach -PLC Facilitator	of learning and use this knowledge to drive future	- FAIR On-going Progress Monitoring in
implementat ion of the F- CIM model is	Differentiated Instruction (DI)	-Classroom teachers	instruction.	comprehension
not consisten within grade		-Peer and Mentor		
levels or across grade	Students'	Evaluators	-Teachers maintain their assessments	<u>During Nine Weeks</u>
levels.	comprehension of course content/			- common assessments (pre, post, mid-year,
There is a lack		<u>How</u>		chapter, unit)
		-PLC logs turned into		
to develop and identify PLC based	instruction.	administration.	system and the IPT data to calculate	
mini-lessons and mini-	Specially, teachers use on- going process	Administration	their students' progress towards the SMART goals	
assessments (using curriculum	<u> </u>	provides feedback.	developed in their PLC.	
based materials)	assessments, baseline, mid-	-School-based	Tanahawa ahawi	
geared toward on-going progress	paced assessments	informal classroom walk-throughs by administration,	-Teachers chart their students' progress towards	
monitoring	and daily class work) to plan	observing this	the SMART goal, either individually	
	and deliver	strategy, using a form		

	L	nini-lessons	which includes the	decided in the PLC)
I I	There is a lack a		SIP strategies.	
I I		ssessments (F-		-
I I	planning time C	im).		L
	to analyze			PLC/Team Level
	mini-lesson _	-	-Evidence of strategy	
	data.		in teachers' lesson	-PLC unit
	<u>A</u>	ction Steps	plans seen during	assessment data
			administration walk-	will be recorded
		_	throughs.	in a class/subject-
	Teachers lack		_	specific PLC data
	understanding P	LAN		base (excel spread
	of when			sheet).
I I		n planning	-EET Formal	
I I	implement the P		Evaluations	
I I		nstruction)		
I I	within the	ion donon,		-PLCs will review
I I	District pacing			unit assessments
	guide.			and chart the
		PLCs identify	•	increase in the
		•	`	number of students
			, ,	reaching at least
				80% mastery
I I			` ,	on each mini-
		nat need		assessment.
I I	text to developre			
		nd/or		
		emediation.	-Monitoring data	l
I I	l ,			-PLCs will chart
	assessments. 10		,	their overall
				progress towards
			conferences.	the SMART goal.
	-F	PLCs identify		
	aı	nd match		
	sı	pecific		-After each
		tudents		assessment
		eeding		PLCs will ask
		einforcement		the following
		nd/or		questions:
	l a	114,51		Maccarone.

1	
remediation for	
specific skills.	1. Are there skills
Temporary	that need to be re-
groups are	taught in a whole
created within	lesson to the entire
each grade level	class?
for instruction	
during Walk to	2. Are there skills
Success.	that need to be re-
	taught as mini-
	lessons to the
	entire class using
-Teachers	a different teaching
discuss how to	technique?
correlate mini-	'
lessons with	3. Are there skills
core curriculum.	that need to be re-
	taught to targeted
	students only?
-Based on the	4. How do we
data, PLCs	report and share
develop a	our results with the
one-two week	
projected	Problem Solving
timeline/	Leadership Team?
calendar for	
teaching the	
essential	
skills and/	
or standards	
covered in the	Leadership Team
core curriculum.	Level
(EET Rubric 1b,	
1e, 4d)	-PLC facilitators
', ', ',	will share data
	with the Problem
	Solving Leadership
-As a	Team.
professional	
proisssional	

development	
activity in the	
LC, teachers	-The Problem
identify	Solving Leadership
(using District	Team will
resources and	determine what will
curriculum	be done with the
resources)	data/information
and/or develop	at their level and
mini-lessons	how the data will
and mini=-	help in Tier 2 and 3
assessments	decision making.
for benchmarks.	
PLCs will use	
a combination	
of District	
and school-	
generated	
mini-lessons	
and mini-	
assessments	
(EET Rubric 1e,	
1d, 1f, 4d)	
-Teachers	
discuss	
strategies for	
teaching the	
mini-lessons.	
DO/CHECK	
(teachers in the	
classroom)	
<u></u>	
-Teachers group	

students as matched by skill and need for placement in identified classroom for instruction during the Walk to Success portion of the
daily Reading Block. -Teachers implement the mini-lessons and mini-
assessments to the whole group or targeted students during time allocated for this instruction.
CHECK / ACT (teachers in PLCs after mini- assessments)
-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)

-Based on the data, teachers reflect on their own teaching (EET Rubric 4a).
-as a professional development activity in the PLCs, teachers use the miniassessment data and classroom assessments to adjust the minilesson timeline/ calendar.
-If needed, Differentiated Instruction mini- lessons/mini- assessments are also given to targeted students as Tier I interventions.
-Based on mini-

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		assessment data, skills/ students' names are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 4d)				
		(whole faculty) -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM, and DI strategies.				
	4.3	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not	White:	See	5A.1.	5A.1.	5A.1.	
making satisfactory progress in reading.		Goals				
	Asian:	1, 3, &				
	American Indian:	4				

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D !! 0 ! "TA	h040 C	hose Francisco	1	ı		
Reading Goal #5A:	2012 Current Level of	2013 Expected Level of				
	<u>Performance:*</u>	Performance:*				
	r enomiance.	remormance.				
The percentage of						
White students scoring						
proficient/satisfactory						
on the 2013 FCAT/FAA						
Reading will increase						
from 57% to 61%.						
L						
The percentage of						
Black students scoring						
proficient/satisfactory						
on the 2013 FCAT/FAA						
Reading will increase						
from 53% to 58%.						
110111 55 % to 56 %.						
The percentage of						
Hispanic students						
scoring proficient/						
satisfactory on the 2013						
Satisfactory of the 2013	1					
FCAT/FAA Reading will						
increase from 64% to						
68%.						
	White: 57	White: 61				
	DI1:: 50	Dissis 50				
	Black: 53	Black: 58				
	Hispanic: 64	Hispanic: 68				
	Asian: N/A	Asian: NA				
	[
	American	American				
	Indian: N/A	Indian: NA				

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5A.3. 5A.3. 5A.3. 5A.3. 5A.3.	
5A.3. 5A.3. 5A.3. 5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Anticipated Barrier Strategy Fidelity Check Strategy Data Check Student Evaluation Tool Who and how will the evaluation tool data be used to determine the effectiveness of strategy?	student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the
5B. Economically Disadvantaged students not making satisfactory progress in reading. 5B.1. 5B.1. 5B.1. 5B.1. 5B.1. 5B.1. 5B.1.	Disadvantaged students not making satisfactory progress in

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Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 53% to 58%.	Level of	2013 Expected Level of Performance:*					
	53%	58%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in reading.	See Goals 1, 3, & 4	5C.1.	5C.1.	5C.1.	

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Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.	Level of	2013 Expected Level of Performance:*					
	38%	44%					
			5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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Disabilities (SWD) not making satisfactory progress in reading.		See Goals 1, 3, & 4	5D.1.	5D.1.	5D.1.	
Reading Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 18% to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

18%	26%					
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

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

AP, Trainee

Staff members will All grades, attend district level reading trainings.

District School-wide On-going, primarily after Fidelity check school hours school hours

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Staff members will All grades, attend on-site level reading trainings.

Reading School-wide coach, selected staff members

Bi-monthly, On-going, Fidelity check Early Release

On-going, Early

Release, Monthly

AP, Trainee

Specifically:

Primary Reading Updates and Training

Intermediate **Reading Updates** and Training Staff members will All grades, participate in PD reading activities within PLC meetings, such as book studies. In particular, we will be doing book studies on Teach Like a Champion and Better Learning **Through Structured** Teaching: A Framework for the **Gradual Release of** Responsibility

Reading PLC, Grade Level, or coach, School-wide

selected staff members Fidelity check AP, PLC Leader, Trainee

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	h.1.		
scoring proficient in							
mathematics (Level 3-	Teachers are	Stratogy					
		Strategy.					
5).	at varying	Tier I	Who	Teacher Level	2-3x Per Year		
	skill levels	li iei i					
	to implement		-Principal	-Teachers reflect	-District baseline		
	the Core	Core			and mid-year		
	Continuous	Continuous	-AP		testing		
	Improvement	Improvement	["	specific evidence of			
	Model (C-CIM	ivioaei (C-	-PLC Facilitator	learning and use this			
	with the core			knowledge to drive			
	,	Differentiated	-Classroom	future instruction.			
	assessments		teachers				
	-	(DI)	leachers				
			Peer and Mentor				
			Evaluators		During Nine Weeks		
			Evaluators		During Nine Weeks	-	
	-Lack of	The purpose		their assessments in	l aamman		
	planning	of this		the on-line grading	- common		
	time to	strategy is to		system.	assessments (pre,		
	analyze	strengthen			post, mid-year,		
	data to	the math core			chapter, unit)		
	identify best	curriculum.	HOW				
	practices.	Students'	DI O I - · · ·	-Teachers use the on-			
		comprehensi	-PLC logs	line grading system			
		on of course	turned into	and the IPT data			
		content/	administration.	to calculate their			
	- Need for	standards		students' progress			
	additional	increases		towards the SMART			
	training to	through	1	goals developed in			
	implement	teachers'	-Administration	their PLC.			
	effective	use of data	provides				
	PLCs.	to inform	feedback.				
	[instruction.					
		Specially,		-Teachers chart			
		teachers use		their students'			
	-Teachers	C-CIM (Core	-School-	progress towards the			
		Continuous		SMART goal, either			
	levels of	Improvement	classroom walk-	individually or as			
	impleme	Model)		averages (as decided			
			administration,	in the PLC)			

lutation of luith core	ahaamina Hela	i		
	observing this			
	strategy, using	-		
	a form which	DI O/Te ave I avel		
		PLC/Team Level		
	strategies.	n. a		
performing (DI) as a		-PLC unit assessment		
students) result of the		data will be recorded		
common		in a class/subject-		
assessments		specific PLC data		
1 I		base (excel spread		
· · · · · · · · · · · · · · · · · · ·		sheet).		
	lesson plans			
	seen during			
	administration			
		-PLCs will review unit		
		assessments and		
Action Steps		chart the increase		
		in the number of		
·		students reaching at		
	Evaluations	least 70% mastery on		
PLAN		units of instruction.		
(in planning				
I I	-EET Pop-Ins			
· · · · · · · · · · · · · · · · · · ·	`	-PLCs will calculate		
	and peer/	the average unit		
		assessment score		
essential	the HCPS	for all their students		
		across the PLC per		
learning	Observation Pop-	class/subject		
	In Form (EET			
the upcoming				
unit of				
instruction,		-PLC team will		
answering		determine how to		
the question,	-Monitoring data	report and share data		
		with the Problem		
		Solving Leadership		
	weeks during	Team, which the		
	_			
	report card	facilitator will then		

Rubric 1e, 4d) conferences.	do.	\neg
rabile 16, 4a/comercines.		
-Identify the	-Data is used to	
common	identify effective	
assessment	activities in future	
for the		
	lessons.	
upcoming		
unit of	F	
instruction,	-	
addressing	<u>Leadership Team</u>	
the question,	<u>Level</u>	
"How will we		
know if they	-The Problem	
have learned	Solving Leadership	
it?" (EET	Team will	
Rubric 1f, 4d)		
	Determine what	
	specific data should	
	be reported.	
-PLCs write		
SMART		
goals for the		
upcoming	-The Problem Solving	
unit of	Leadership Team	
instruction.	determines and	
(EET Rubric	maintains a school-	
1c, 4d)	wide data system	
	to track student	
	progress.	
		J
- As a		
Professional		
Development	The Problem Solving	
activity in	Leadership Team will	
their PLCs,		
teachers	review assessment	
spend time	data for positive	
sharing,	trends at a minimum	
;		

		i i
researching,	of once a month	
teaching, and		
modeling		
researched-		
based best-	-The Problem Solving	
practice	Leadership Team will	
strategies.	review assessment	
	data for trends	
	indicating a need for	
	more differentiated	
DO / CHECK	instruction at a	
	minimum of once a	
(in the	month.	
classroom)		
Classicolli		
-Instruct		
students	-The Problem Solving	
using	Leadership Team will	
the core	Leadership realli will	
	use data to determine	
curriculum,		
incorporating	the effectiveness	
effective	of strategy	
strategies	implementation,	
and	supplemental	
Differentiated	instruction for	
Instruction	targeted students and	
strategies	future professional	
planned at	development for	
their PLC	teachers.	
meetings.		
-At the end		
of the unit,		
teachers give		
a common		
assessment		
identified		
from the core		

	I	 -	1	
	curriculum			
	material.			
	(EET Rubric			
	3d)			
	CHECK / ACT			
	CILCR / ACT			
	(teachers			
	in PLC after			
	the common			
	assessment)			
]	'' '			
	-Teachers			
	bring			
	assessment			
	data back			
	to the PLCs.			
	(EET Rubric			
	3d, 4d)			
	- Based on			
	the data,			
	teachers			
	discuss			
]	strategies that were			
	effective and			
	reflect on			
]	their own			
	teaching.			
	(EET Rubric			
	4a, 4d)			
	' '			
]				
]				
	- Based on			
•	•	-		

 1	i '		
the data,			
teachers a)			
decide what			
skills need to			
be re-taught			
in a whole			
lesson to the			
entire class,			
b) decide			
what skills			
need to be			
moved to			
mini-lessons			
or re-teach			
for the whole			
class and c)			
decide what			
skills need			
to re-taught			
to targeted			
students.			
(EET Rubric			
1b, 1c)			
' '			
-PLCs			
discuss DI			
strategies for			
re-teaching			
of essential			
skills and			
how it will be			
accomplishe			
d.			
<u> </u>			
-Teachers			
provide			
Provide			

	Differentiated
	Instruction
	to targeted
	students
	(remediation
	and
	enrichment),
	including
	impleme
	ntation of
	the Walk
	to Success
	to success
	program daily
	-PLCs record
	their work in
	logs/charts.
	-Teachers
	will provide
	timely
	feedback to
	students,
	who then use
	the feedback
	their own
	learning (EE1
	Rubric 3d)
	CHECK / ACT
	(whole
	school)
	the feedback to enhance their own learning (EET Rubric 3d) CHECK / ACT

		-Participate in faculty and/or PLC SIP reviews where effective C- CIM and DI strategies are showcased.			
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 46% to 48%		2013 Expected Level of Performance:*			
	46 %	48 %			

1.2.	1.2.	1.2.	h.2.	1.2.	
			l		
Teachers are	Strategy:	<u>Who</u>	Teacher Level	2-3x Per Year	
at different					
levels of	Teachers will	-Principal	-Teachers reflect	-District baseline and	
implementati			on lessons during	mid-year testing	
on in the area			the unit citing/using		
1	Gradual Release		specific evidence		
1 P	,		of learning and use		
	model, (a reading		this knowledge	-Student successful	
	strategy which	-Classroom teachers	to drive future	and appropriate	
1 I	crosses all		instruction.	participation	
		-Peer and Mentor		in Student-Led	
	including explicit	Evaluators		Conferencing	
need more	instruction,				
accounta	modeled		-Teachers maintain		
bility for	instruction,		their assessments		
their own	guided practice,		in the on-line		
	and independent		grading system.		
performance.	practice (I do,	<u>How</u>		During Nine Weeks	
	we do, you do				
	together, you do	-PLC logs turned		- common	
	independently)	into administration.	-Teachers use the	assessments (pre,	
Parents are	(EET Rubric 1a,	Administration	on-line grading	post, mid-year,	
at different	1b, 3a, 3c, 3e)	provides feedback.	system and the IPT	chapter, unit)	
levels of			data to calculate		
involvement			their students'		
in the			progress towards		
learning	Action Steps:	-School-based	the SMART goals		
process of		informal classroom	developed in their		
their children.	PLAN		PLC.		
		administration,			
		observing this			
		strategy, using a form			
		which includes the	-Teachers chart		
			their students'		
	-Instructional		progress towards		
	coaches and		the SMART goal,		
	key teacher		either individually		

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, , , , , , , , , , , , , , , , , , ,			
		Evidence of strategy	
			decided in the PLC)
· · · · · · · · · · · · · · · · · · ·		plans seen during	
	•	administration walk-	<u> </u>
		throughs.	
	appropriately		PLC/Team Level
	paced lessons		
	that allows		-PLC unit
			assessment data
	sufficient	Evaluations	will be recorded
	opportunity to		in a class/subject-
	practice new		specific PLC data
	skills using a		base (excel spread
	research-based	-EET Pop-Ins	sheet).
	esson format	(administration and	
	that promotes a	peer/mentor), using	
	gradual release	the HCPS Informal	
	of responsibility.	Observation Pop-In	-PLCs will review
	(EET Rubric 1a,	Form (EET tool)	unit assessments
	1b, 3a, 3c, 3e)		and chart the
			increase in the
			number of students
		-Monitoring data	reaching at least
	-Teachers	will be reviewed	80% mastery on
	will attend		units of instruction.
	professional	during report card	
	development on	conferences.	
	mplementing		
	Student-Led	_	-PLCs will calculate
	Conferencing		the average unit
	•		assessment
			score for all their
			students across
	PLAN		the PLC per class/
			subject
	in PLCs before		'
1 1	the lessons)		
	-Brainstorm		-PLC team will
	deas for		determine how to
L			

<u> </u>	
implementing the	report and share
gradual release	data with the
of responsibility	Problem Solving
model such as	Leadership Team,
	which the facilitator
*discuss and	will then do.
plan out how	
much time it will	
take for each	
component of the	-Data is used to
gradual release	identify effective
model within an	activities in future
upcoming lesson	lessons.
or concept based	
on meeting	
individual	F
student needs	Loodorohin Toom
student needs	<u>Leadership Team</u>
*-1:	<u>Level</u>
*discuss	
specific guided	-The Problem
practice teaching	Solving Leadership
strategies	Team will
that can be	
implemented	Determine what
in upcoming	specific data
lessons found in	should be reported.
resources such	
as the books,	
Teach Like a	
Champion and	-The Problem
Better Learning	Solving Leadership
Through	Team determines
Structured	and maintains a
Teaching: A	school-wide data
Framework for	system to track
the Gradual	student progress.
Release of	Student progress.
Responsibility.	
<u>rzesponsinint</u> y.	
*4:	The Dushlam
*discuss	-The Problem

specific	Solving Leadership
strategies	Team will
	l'ean will
for involving	
students	review assessment
in active	data for positive
participation in	trends at a
learning such	minimum of once a
as collaborative	month
structures,	
manipulatives	
and accountable	
talk.	-The Problem
	Solving Leadership
	Team will review
	assessment
-Discuss and	data for trends
plan ways to	indicating a
increase student	need for more
practice and	differentiated
discussion of	instruction at a
skills learned	minimum of once a
in the lesson	month.
(instead of	
lesson being	
teacher-centered)	
(EET Rubric 1a,	-The Problem
1b, 4d)	Solving Leadership
,	Team will
	use data to
-Identify the	determine the
common	effectiveness
assessment	of strategy
for the	implementation,
upcoming unit	supplemental
of instruction,	instruction for
addressing the	targeted students
question, "How	and future
will we know	professional
if they have	development for
n uiey nave	he se in hille in in in

le ama ed HON /EET	ka a ala a ua		
learned it?" (EET	teachers.		
Rubric 1f, 4d)	1		
	1		
	1		
	1		
-Identify the	1		
	1		
common	1		
assessment	1		
for the	1		
upcoming unit	1		
of instruction,	1		
addressing the	1		
question, "How	1		
question, now]		
will we know	1		
if they have	1		
learned it?" (EET]		
Rubric 1f, 4d)	1		
	1		
	1		
	1		
	1		
-Plan for the	1		
portfolio items	1		
to be included at	1		
the next Parent-	1		
Teacher-Student	1		
Conference	1		
Conterence	1		
	1		
]		
	1		
DO / CHECK]		
	1		
(teacher actions	1		
in the classroom)]		
in the classroom)]		
I I	1		
-Teachers]		
implement the	1		
gradual release	1		
model in the]		
classroom]		
	1		
ensuring the	1		

pacing of
the lesson is
appropriate,
providing
students the
time needed to
be intellectually
engaged in each
stage. (EET
Rubric 3a, 3c, 3e)
1.1.2 (3.7)
- Guide students
through
collection of
documentation
of learning (EET
Rubric 3d)
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
-Give a common
assessment
identified
from the core
curriculum
material (EET
Rubric 3d)
ixubile 3u)
-After the
assessment,
provide timely
feedback;
students use
the feedback
to enhance
their learning;

students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)
CHECK / ACT (Teachers / PLCs after the common assessment) -Teachers bring common assessment data back to PLCs -Based on the data, teachers reflect on their own teaching (EET Rubric 4a)
-Using the data, effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons.

·	
	(EET Rubric
	1c,1f, 4a, 4d, 4e)
	[5,1,1,1,1,1,1]
	-Gradually
	increasing
	the level of
	involvement,
	students
	implement
	Student-Led Student-Led
	Conferencing
	CHECK / ACT
	(Administration
	/ Leadership
	Team)
	-Through walk-
	throughs,
	teachers are
	identified
	who excel in
	gradual release
	strategies and
	techniques in
	order to set up
	demonstration
	classrooms (EET
	Rubric 4d, 4e)
	-Classroom
	coverage
	is provided
	is here.

for teachers to attend demonstration classrooms (EET Rubric 4e)	
-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges	
-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.	
CHECK / ACT	
(whole faculty)	

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

				•			
			-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.0.			1.0.	1.0.	
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 be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.		
scoring Achievement Levels 4 or 5 in mathematics.	2.1.	See Goals 1, 3, & 4	2.1.	£. 11.			

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

In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 19% to 25%.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	19 %	25 %					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

3. FCAT 2.0: Points	3.1.	3.1.	3.1.	3.1.	3.1.		
for students making							
learning gains in		Strategy:	<u>Who</u>	Teacher Level	2-3x Per Year		
mathematics.	Teachers are						
	at varying	Tier I	-Principal	-Teachers reflect	-District baseline		
	ekill lovole			on lessons during	and mid-year		
	to implement	Core	-AP	the unit citing/using	testing		
	to implement the Core	Continuous		specific evidence of			
	Continuous		-PLC Facilitator	learning and use this			
	Improvement	Model (C-		knowledge to drive			
	Improvement	CIM) with	-Classroom	future instruction.			
	with the core	Differentiated	teachers				
	with the colo	Instruction					
	assessments	(DI)	-Peer and Mentor		L		
	assessments		Evaluators		During Nine Weeks	_	
	Ī			their assessments in			
		L.		the on-line grading	- common		
		The purpose		system.	assessments (pre,		
		of this			post, mid-year,		
	h. l. a. m. s. m. m.	strategy is to			chapter, unit)		
	time to		<u>How</u>	l			
	bnolu-o	the math core		-Teachers use the on-	1		
	doto to		-PLC logs	line grading system			
	identify best	Students'	turned into	and the IPT data			
	nractions		administration.	to calculate their			
	Г	on of course		students' progress			
		content/		towards the SMART			
		standards	Administration	goals developed in their PLC.			
	I NIGGE FOR	increases	-Administration provides	meir PLC.			
		through teachers'	feedback.				
		use of data	leedback.				
	implement	to inform		Teachers chart			
	loffootivo	instruction.		their students'			
	IDI ('A	Specially,	-School-	progress towards the			
			based informal	SMART goal, either			
				individually or as			
			throughs by	averages (as decided			
	-Teachers		administration,	in the PLC)			
		Model)	observing this				
	levels of	iviouei)	Dusciving uns				

limp	oleme with core	otrotogy using	İ		
	•	strategy, using	-		
I I	tion of curriculum	a form which	DI 0/TII		
	erentiated and provide		PLC/Team Level		
	truction Differentiated	strategies.	.		
I P	th with Instruction		-PLC unit assessment		
	and high (DI) as a		data will be recorded		
	forming result of the		in a class/subject-		
stuc	dents) common		specific PLC data		
	assessments		base (excel spread		
	to ensure	in teachers'	sheet).		
	the mastery	lesson plans			
	of essential	seen during			
	skills.	administration			
		walk-throughs.	-PLCs will review unit		
	L		assessments and		
			chart the increase		
	Action Steps		in the number of		
	•	-EET Formal	students reaching at		
		Evaluations	least 70% mastery on		
	Γ		units of instruction.		
	PLAN				
	(in planning	-EET Pop-Ins			
	PLCs before		-PLCs will calculate		
	instruction)	`	the average unit		
	''''''',		assessment score		
	-Identify the		for all their students		
	essential		across the PLC per		
	skills and	Observation Pop-			
	learning	In Form (EET			
	targets for	tool)			
	the upcoming				
	unit of	ή	-PLC team will		
	instruction,		determine how to		
	answering		report and share data		
			with the Problem		
	"What do		Solving Leadership		
	we want	weeks during	Team, which the		
	students to		facilitator will then		
	learn?" (EET	1 '	do.		
	leam: (EE	Comerciales.	uo.		

Dubric	: 1e, 4d)			
Rubiic	; ie, 4u)			
		Data is used to		
		-Data is used to		
-Identi		identify effective		
comm		activities in future		
assess		lessons.		
for the				
upcon		L I		
unit of				
instruc		<u>Leadership Team</u>		
addres		<u>Level</u>		
the qu	estion,			
"How	will we	-The Problem		
knowi	if they	Solving Leadership		
		Team will		
it?" (E	ET			
		Determine what		
		specific data should		
		be reported.		
-PLCs	write			
SMAR				
		-The Problem Solving		
upcon		Leadership Team		
unit of		determines and		
instruc		maintains a school-		
(EET F				
		wide data system		
1c, 4d)		to track student		
		progress.		
- As a	aiama!	The Buckless Column		
		-The Problem Solving		
		Leadership Team will		
activit		.		
their P		review assessment		
teache		data for positive		
spend		trends at a minimum		
sharin	g,	of once a month		

resear	ching, ng, and			
model				
resear		The Problem Solving		
based		_eadership Team will		
practio		eview assessment		
strateg		data for trends		
	·	ndicating a need for		
		nore differentiated		
		nstruction at a		
bo/c		minimum of once a		
		month.		
(in the		- 1		
classr				
	′			
-Instru	ict -	The Problem Solving		
studer		_eadership Team will		
using		•		
the co	re l	use data to determine		
curricu	ulum, t	he effectiveness		
incorp	orating	of strategy		
effecti	ve i	mplementation,		
strateg		supplemental		
and and		nstruction for		
I I		argeted students and		
Instruc		uture professional		
strateg		development for		
planne		eachers.		
their P				
meetir	ngs.			
	_			
-At the				
of the				
	ers give			
a com				
assess				
identif				
from t	he core			

n	curriculum naterial. EET Rubric Bd)		
(() iii t a	teachers n PLC after he common assessment) Teachers oring assessment data back o the PLCs. EET Rubric 3d, 4d)		
t t c s t t	Based on he data, eachers discuss strategies hat were effective and eflect on heir own eaching. EET Rubric la, 4d)		
	Based on		

	•		
the data,			
teachers	a)		
decide w	nat		
skills nee			
be re-tau			
in a whol			
lesson to			
entire cla			
b) decide			
what skil			
need to b			
moved to			
mini-less			
or re-tead			
for the w			
class and	(c)		
decide w	nat		
skills nee	d		
to re-taug	ht		
to targete	d		
students			
(EET Rub	ric		
-PLCs			
discuss I)I		
strategie			
re-teachi	na		
of essent	ial		
skills and			
how it wi			
accompli			
d.			
μ .			
-Teacher			
	'		
provide			

 <u> </u>		
Differentiated		
Instruction		
to targeted		
students		
(remediation		
and		
enrichment),		
including		
impleme		
ntation of		
the Walk		
to Success		
program daily		
BI Co managed		
-PLCs record		
their work in		
logs/charts.		
-Teachers		
will provide		
timely		
feedback to		
students,		
who then use		
the feedback		
to enhance		
their own		
learning (EET		
Rubric 3d)		
CHECK / ACT		
(whole		
school)		
Pulluul)		

	-Participate in faculty and/or PLC SIP reviews where effective C- CIM and DI strategies are showcased.			
	2013 Expected Level of Performance:*			
	56 points			

3.2.	3.2.	3.2.	3.2.	3.2.
Teachers at varying	e <u>Strategy:</u>	<u>Who</u>	Teacher Level	2-3x Per Year
skill levels with the F-	Tier II and III	-Principal	-Teachers reflect on lessons during	-District baseline and mid-year testing
CIM model	Florida Continuous	-AP	the unit citing/using specific evidence	
	Improvement Model (F-	-PLC Facilitator	of learning and use this knowledge	- FAIR On-going
Teachers' impleme	CIM) with Differentiated	-Classroom teachers	to drive future instruction.	Progress Monitoring in comprehension
ntation of the F-CIM model is no	Instruction (DI)	-Peer and Mentor Evaluators		
consistent within grad			-Teachers maintain their assessments	During Nine Weeks
levels or	comprehension		in the on-line	- common
levels.	e of course content/	<u>How</u>		assessments (pre, post, mid-year,
	standards increases	-PLC logs turned into		chapter, unit)
There is	through teacher's use of	administration.	-Teachers use the on-line grading	
a lack of common	data to inform instruction.		system and the IPT data to calculate	
to develop	ne Specially, teachers use on-	Administration provides feedback.	their students' progress towards	
and identify PLC based	monitoring		the SMART goals developed in their	
mini-lesson and mini-	s data (FCAT, district formative	-School-based	PLC.	
assessmen (using	s assessments, baseline, mid-	informal classroom walk-throughs by		
curriculum based		administration,	-Teachers chart their students'	
materials) geared	and daily classwork) to	observing this strategy, using a form	progress towards	
toward	plan and deliver	which includes the	either individually	
on-going	mini-lessons	SIP strategies.	or as averages (as	

progress	and mini-		decided in the PLC)	
monitoring	assessments (F-CIM).			
	Olivi).	-Evidence of strategy	F	
			PLC/Team Level_	
There is		plans seen during		
a lack of			-PLC unit	
common		throughs.	assessment data	
planning time			will be recorded	
to analyze			in a class/subject-	
mini-lesson	Action Steps		specific PLC data	
data.		-EET Formal	base (excel spread	
	L	Evaluations	sheet).	
	PLAN			
Teachers lac	k			
understand	(in planning	-EET Pop-Ins	PLCs will review	
ing of when	PLCs before	(administration and	unit assessments	
and how to	instruction)	,, ,,	and chart the	
implement		the HCPS Informal	increase in the	
the mini-		Observation Pop-In	number of students	
lessons		Form (EET tool)	reaching at least	
within the	-PLCs identify		80% mastery on	
District	essential tested		units of instruction.	
pacing guide	. skills/standards/			
	benchmarks for	-Monitoring data		
	the students	will be reviewed		
	that need	every nine weeks	-PLCs will calculate	
Difficulty	reinforcement	during report card	the average unit	
finding	and/or	conferences.	assessment	
appropriate	remediation.		score for all their	
text to	(EET Rubric 1b,	<u> </u>	students across	
develop the	1c, 4a, 4d)		the PLC per class/	
mini-lessons			subject	
and mini-				
assessments				
	-PLCs identify		DI C toom will	
	and match		-PLC team will	
	specific students		determine how to	
	needing	ļ.	report and share	

	Transa I
reinforcement	data with the
and/or	Problem Solving
remediation for	Leadership Team,
specific skills.	which the facilitator
Temporary	will then do.
groups are	
created within	
each grade level	
for instruction.	-Data is used to
	identify effective
	activities in future
	lessons.
-Teachers	
discuss how to	
correlate mini-	
lessons with core	Leadership Team_
curriculum.	Level_
	-The Problem
	Solving Leadership
-Based on the	Team will
data, PLCs	
develop a	Determine what
one-two week	specific data
projected	should be reported.
timeline/calendar	
for teaching the	
essential skills	
and/or standards	-The Problem
covered in the	Solving Leadership
core curriculum.	Team determines
(EET Rubric 1b,	and maintains a
1e, 4d)	school-wide data
15, 15,	system to track
	student progress.
-As a	
professional	
development	-The Problem
activity in the	Solving Leadership
pourity in the	Polying Leadership

DI O to a disers	
PLC teachers	Team will
identify	
(using District	review assessment
resources and	data for positive
curriculum	trends at a
resources)	minimum of once a
and/or develop	month
mini-lessons	
and mini=-	
assessments	
for benchmarks.	-The Problem
PLCs will use	Solving Leadership
a combination	Team will review
of District and	assessment
school-generated	data for trends
mini-lessons	indicating a
and mini-	need for more
assessments	differentiated
(EET Rubric 1e,	instruction at a
1d, 1f, 4d)	minimum of once a
	month.
-Teachers	
discuss	-The Problem
strategies for	Solving Leadership
teaching the	Team will
mini-lessons.	
	use data to
	determine the
	effectiveness
DO/CHECK	of strategy
	implementation,
(teachers in the	supplemental
classroom)	instruction for
	targeted students
-Teachers group	and future
students as	professional
matched by	development for
skill and need	teachers.
okiii alia licea	redeficio.

for placement
in identified
classroom for
instruction.
instruction.
Taaahana
-Teachers
implement the
mini-lessons
and mini-
assessments
to the whole
group or targeted
students during
time allocated for
this instruction.
CHECK / ACT
(teachers in
PLCs after mini-
assessments)
-Teachers bring
assessment data
back to the PLCs.
(EET Rubric 4d)
-Based on the
data, teachers
reflect on their
own teaching
(EET Rubric 4a).

-as a professional development activity in the PLCs, teachers use the miniassessment data and classroom assessments to adjust the minilesson timeline/ calendar.	
-If needed, Differentiated Instruction mini- lessons/mini- assessments are also given to targeted students as Tier I interventions.	
-Based on mini- assessment data, skills/ students' names are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 4d)	

			(whole faculty) -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM, and DI strategies.				
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.		
students in Lowest 25%							
•	Teachers are	Strategy:	Who	Teacher Level	2-3x Per Year		
	at varying						
		Tier I	-Principal	-Teachers reflect	-District baseline		
	to implement		-		and mid-year		
	the Core	Core	-AP	the unit citing/using	testing		
	Continuous	Continuous		specific evidence of			
	Improvement	Improvement	-PLC Facilitator	learning and use this			
	Model (C-CIM	Model (C-		knowledge to drive			
	with the core	CIM) with	-Classroom	future instruction.			
		Differentiated	teachers				
	assessments						
	ŀ	r ,	-Peer and Mentor				
			Evaluators		During Nine Weeks	_	
				their assessments in			
				the on-line grading	- common		
		The purpose		system.	assessments (pre,		
	, –	of this			post, mid-year,		
		strategy is to			chapter, unit)		
			<u>How</u>				
		the math core		-Teachers use the on-	· 		
			-PLC logs	line grading system			
				and the IPT data			
				to calculate their			
				students' progress			
				towards the SMART			
				goals developed in			
		increases		their PLC.			
	_	through		 _ , , ,			
		teachers'	0.11	-Teachers chart			
				their students'			
				progress towards the			
				SMART goal, either			
				individually or as			
				averages (as decided			
				in the PLC)			
			strategy, using				
		Improvement		<u> </u>			
	impleme	Model)	includes the SIP				

		strategies.	PLC/Team Level		
Differentiated					
	and provide		-PLC unit assessment		
I I	Differentiated		data will be recorded		
low and high			in a class/subject-		
			specific PLC data		
· · · · · · · · · · · · · · · · · · ·			base (excel spread		
			sheet).		
	assessments s				
		administration			
		walk-throughs.			
	of essential		-PLCs will review unit		
	skills.		assessments and		
			chart the increase		
			in the number of		
			students reaching at		
	Action Steps		least 70% mastery on		
			units of instruction.		
	_				
		EET Pop-Ins			
	l v	(administration			
		•	-PLCs will calculate		
			the average unit		
I I			assessment score		
	,		for all their students		
			across the PLC per		
I I	•		class/subject		
I I		tool)			
I I	skills and				
	learning		DI C toom :::!!!		
	targets for		-PLC team will		
			determine how to		
			report and share data with the Problem		
	,	-			
	answering the question, r		Solving Leadership Team, which the		
			facilitator will then		
1	we want		do.		
1	students to		uu.		
	learn?" (EET	_			
	icaiii: (CCI				

	b 1 : 4 4 N	<u> </u>		
	Rubric 1e, 4d)			
		-Data is used to		
		identify effective		
		activities in future		
	-Identify the	lessons.		
	common			
	assessment			
	for the			
	upcoming	<u>Leadership Team</u>		
	unit of	Level		
	instruction,			
	addressing	-The Problem		
		Solving Leadership		
		Team will		
	know if they			
		Determine what		
		specific data should		
	Rubric 1f, 4d)	be reported.		
		-The Problem Solving		
		Leadership Team		
		determines and		
		maintains a school-		
I I		wide data system		
		to track student		
		progress.		
	1c, 4d)			
		-The Problem Solving		
	- As a	Leadership Team will		
	Professional	·		
	Development	review assessment		
		data for positive		
		trends at a minimum		
	· · · · · · · · · · · · · · · · · · ·	of once a month		
	spend time			
	sharing,			
	pilaring,			

researching, teaching, and modeling researched-based best-practice strategies.	-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.	
DO / CHECK (in the classroom) -Instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction strategies planned at their PLC meetings.	-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional	
-At the end of the unit, teachers give a common assessment identified from the core		

	•	-	 	
m 	urriculum naterial. EET Rubric d)			
	HECK / ACT			
in th	reachers in PLC after ine common ine common ine common			
br as da to (E	Feachers ring ssessment ata back the PLCs. EET Rubric d, 4d)			
th te di st th ef re th te (E	Based on ne data, eachers iscuss trategies nat were ffective and effect on neir own eaching.			
- 6	Based on			

teac deci skills be re in a less entir b) de what need	data, chers a) ide what Is need to re-taught whole son to the ire class, lecide at skills id to be ved to		
or refor the class deci- skills to refor the class deci- skills to reform to talk studies	ii-lessons e-teach the whole ss and c) iide what ls need e-taught argeted dents. T Rubric 1c)		
strat re-te of es skills how acco d.	cuss DI ategies for eaching essential Is and v it will be omplishe		
-Tea prov	achers vide		

	Differentiated		
	Instruction		
	to targeted		
	students		
	(remediation		
	and		
	enrichment),		
	including		
	impleme		
	ntation of		
	the Walk		
	to Success		
	program daily		
	DI Composite		
	-PLCs record		
	their work in		
	logs/charts.		
	-Teachers		
	will provide		
	timely		
	feedback to		
	students,		
	who then use		
	the feedback		
	to enhance		
	their own		
]	learning (EET		
	Rubric 3d)		
]			
]	CHECK / ACT		
	(whole		
	school)		
	pulluul)		

		-Participate in faculty and/or PLC SIP reviews where effective C- CIM and DI strategies are showcased.			
In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 65% to 68%.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
	65	68			
	points	points			

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

		1. 0	1. 0	l. o	l. a	l. a	
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.0	4.0	4.2	4.2	4.2	
		4.3	4.3.	4.3.	4.3.	4.3.	
Deced on the analysis of	A máicin cás d	Ctroto mi	Fidelity Check	Strategy Data Chast	Student Evaluation Tool		
Based on the analysis of student achievement data,	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation 1001		
and reference to "Guiding	Darrier						
Questions", identify and			Who and how will the	How will the evaluation tool			
define areas in need of			fidelity be monitored?	data be used to determine			
improvement for the				the effectiveness of			
following subgroup:				strategy?			
Based on Ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but Achievable Annual							
Measurable Objectives							
(AMOs), Reading and Math							
Performance Target							
5. Ambitious but							
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by							
50%.							
Math Goal #5:							

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

5A. Student subgroups by ethnicity (White,	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
	White:	See				
Indian) not making	віаск:	Goals				
satisfactory progress in mathematics						
	American	1, 3,				
1	Indian:	and 4				

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

Mathematics Goal #5A:	2012 Current	2013 Expected Level of			
	<u>Level of</u> Performance:*	<u>Level of</u> <u>Performance:*</u>			
The percentage of					
White students scoring					
proficient/satisfactory					
on the 2013 FCAT/FAA Math will increase from					
46% to 51%.					
The percentage of					
Black students scoring					
proficient/satisfactory					
on the 2013 FCAT/FAA Math will increase from					
33% to 40%.					
The percentage of					
Hispanic students					
scoring proficient/ satisfactory on the 2013					
FCAT/FAA Math will					
increase from 50% to					
55%.					
	ĺ				

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

	White: 46	White: 51					
	Black: 33	Black: 40					
	Hispanic: 50	Hispanic:55					
	Asian: NA	Asian: NA					
	American Indian: NA	American Indian: NA					
		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,	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
and reference to "Guiding			Who and how will the	How will the evaluation tool			
Questions", identify and define areas in need of			fidelity be monitored?	data be used to determine the effectiveness of			
improvement for the following subgroup:				strategy?			
5B. Economically	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
Disadvantaged		_					
students not making satisfactory progress in		See					
mathematics.							
		Goals					
		1, 3,					
		and 4					

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

Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 37% to 43%.		2013 Expected Level of Performance:*					
	37%	43%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		See Goals 1, 3, and 4	5C.1.	5C.1.	5C.1.	

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

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23%	31%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.				5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity 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

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	See Goals 1, 3, and 4	5D.1.	5D.1.		

Mathematics Goal #5D:	2012 Current	2013 Expected					
	<u>Level of</u>	Level of					
	Performance:*	Performance:*					
L							
The percentage of							
SWD students scoring							
proficient/satisfactory							
on the 2013 FCAT/FAA							
Math will increase from							
15% to 24%.							
	4 = 0 /	0.40/					
	15%	24%					
	/ -	, •					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	
					<u> </u>		

End of Elementary or Middle School Mathematics Goals

<u>Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)</u>

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

Algebra EOC Goals Problem-			
Solving			
Process			
to			
Increase			
Student			

	Achievem					
	ent					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1.	1.1.	1.1.	1.1.	

Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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 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

Alg2. Students	2.1.	2.1.	2.1.	2.1.	2.1.		
scoring Achievement							
Scoring Achievement							
Levels 4 or 5 in							
Algebra.							
Algebra Coal #2:	2012 Current	2013 Expected					
Algebra Goal #2:	Level of	l evel of					
	Performance:*	2013 Expected Level of Performance:*					
		<u> </u>					
Enter narrative for the goal in this box.							
this box.							
							[
							[
							[
							[
							[
	1						
							[
	 	2.2.	2.2.	2.2.	2.2.	2.2.	
		Ľ	۷. ۷ .	Ľ .4.	¥.4.	∠.∠.	
							[

	2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

Mathematics Professional Development

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

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

Go Math

PD Content /Topic Grade Level / PD Facilitator PD Participants Target Dates and Strategy for Follow-up / Person or Position Schedules Monitoring Responsible for Monitoring

and/or PLC Focus and/or (e.g., PLC, subject, grade

level, or school-wide) (e.g. , Early Release)
PLC Leader and Schedules (e.g.,
frequency of meetings)

Grades K-5, Math ContactGrades K-5, Mathematics Monthly PLC Meetings PLC Logs

Instructional Mathematics – Sheila teachers on early release days materials and Stringfield Administrative walkthroughs

technology to monitor implementation

Administration

On-site trainings Specifically: Primary Math Updates and Training	Mathematics C	Math Contact, selected staff members	School-wide	Bi-monthly, On-going, Early Release	Fidelity check	AP, Trainee
Intermediate Math Updates and Training Hands-on Activities	Mathematics -		Grades K-5, Mathematics teachers	Ongoing with concepts taught	PLC Logs Administrative walkthroughs to monitor implementation	Administration
Go-Math Instructional Methods	Grades K-5, S Mathematics	•	Grades K-5 Mathematics teachers	Observations and training sessions scheduled as needed	Administrative records	Administration

End of Mathematics Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Elementary and Middle School Science Goals

Science Goals	Problem- Solving Process to Increase Student Achievem ent					
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:		Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students 1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient					
	Strategy	Who_	Teacher Level	2x per year	
are at			leacher Level	<u> </u>	
varying skill	C-CIM with	-Principal	-Teachers reflect	District-level	
levels to	Inquiry	· ·	1000110101011000	baseline and mid-	
10101010		l <u></u>	on icosons during	vear tests	
implement [Instruction		the unit citing/using	year tests	
k.10 00.0			specific evidence of		
Continuous			learning and use this		
Improvem			knowledge to drive	During the nine	
ent Model	Tier 1 – The	teachers		weeks	
1 10 0 1111 11111 1		leachers		weeks_	
h	purpose of	Door and Mantar		M:: A	
	0,	-Peer and Mentor Evaluators	_	- Mini Assessments	
assessment	is to		-Teachers maintain	Chantan and Hait	
	strengthen		their assessments in	-Chapter and Unit	
	the science		and on mile grading	assessments	
1	core		system.	Marada da se	
	curriculum.			-Vocabulary	
	Students'			Assessments	
	comprehensi				
ļo to	on of course	1 -	-Teachers use the on-		
μα., 2-0	content/		line grading system		
muta to 1		l	and the IPT data		
identify best	increases		to calculate their		
		provides feedback.	students' progress		
	teachers'		towards the SMART		
		-School-based	goals developed in		
		informal classroom	their PLC.		
1 11000 101 1		walk-throughs by			
		administration,	-Teachers chart		
			their students'		
		strategy, using a	progress towards the		
effective	(Core	form which includes	SMART goal, either		
, <u> </u>	Continuous	the SIP strategies.	individually or as		
	Improvement		averages (as decided		
	Model) with		in the PLC)		
	core		,		
-Not all	curriculum.	-Evidence of			
	Students will	strategy in	_		

know how	develop	teachers' lesson	PLC/Team Level		
		plans seen during			
misconc	solving and	administration walk-	-PLC unit assessment		
eptions		throughs.	data will be recorded		
and depth	thinking		in a class/subject-		
	skills while		specific PLC data		
	constructing		base (excel spread		
		-EET Formal	sheet).		
concepts.	knowledge.	Evaluations	'		
	To achieve				
	this goal,				
	science		-PLCs will review unit		
-Not all	teachers will	-EET Pop-Ins	assessments and		
teachers	implement	(administration and	chart the increase		
are able	<u>inquiry</u>	peer/mentor), using	in the number of		
to attend			students reaching at		
available			least 70% mastery on		
science		Form (EET tool)	units of instruction.		
trainings	student				
on dates		-Monitoring data			
		will be reviewed			
the district.	accountable		-PLCs will calculate		
	talk and		the average unit		
		weeks during report			
			for all their students		
-Not all	as a part of		across the PLC per		
teachers are	instruction.		class/subject		
knowledge					
able of the					
strategies					
of inquiry			-PLC team will		
based			determine how to		
instruction	 -		report and share data		
such as	A ation Otar -		with the Problem		
engaging	Action Steps	-	Solving Leadership		
the			Team, which the		
students,	-		facilitator will then do.		
explore time,					
accountable	FLAN				
talk, higher					

order	(before PLC	-Data is used to
questioning,		identify effective
etc.	, , , , , , , , , , , , , , , , , , , ,	activities in future
	-As a	lessons.
	professional	
	development	
-Not all PLC		
meetings	teachers	Leadership Team_
include	will attend	Level Level
regular	District	
	Science	-The Problem Solving
I I	trainings	Leadership Team will
I I	targeting	Louderomp roum win
or the	Inquiry	Determine what
	Based	specific data should
ntation of	Learning,	be reported.
	and share	be reported.
model.	information	
inodei.	with their	
	PLCs.	-The Problem Solving
	r LO3.	Leadership Team
		determines and
		maintains a school-
	(in planning	wide data system
	PLCs before	to track student
	instruction)	progress.
	- As a Professional	
		The Brohlem Solving
	Development	-The Problem Solving
	activity in	Leadership Team will
	their PLCs,	review assessment
	teachers	
	spend time	data for positive trends at a minimum
	sharing,	
	researching,	of once a month
	teaching,	
	and	
	modeling	The Bushless Calvins
	inquiry	-The Problem Solving

	<u> </u>		
based	Leadership Team will		
instruction	review assessment		
strategies.	data for trends		
	indicating a need for		
	more differentiated		
	instruction at a		
-Identify the	minimum of once a		
essential	month.		
skills and			
learning			
targets			
for the	-The Problem Solving		
upcoming	Leadership Team will		
unit of	Ecadersing realit will		
instruction,	use data to determine		
	the effectiveness		
answering			
the question,	of strategy		
"What do	implementation,		
we want	supplemental		
students to	instruction for		
learn?" (EET	targeted students and		
Rubric 1e,	future professional		
4d)	development for		
	teachers		
-Identify the			
common			
assessment			
for the			
upcoming			
unit of			
instruction,			
addressing			
the question,			
"How will we			
know if they			
have learned			
it?" (EET			
Rubric 1f, 4d)			
proprie 11, 40/			

-PLCs write		
SMART		
goals for the		
upcoming		
unit of instruction.		
(EET Rubric		
1c, 4d)		
10, 44,		
- As a		
Professional		
Development		
activity in		
their PLCs,		
teachers		
spend time		
sharing,		
researching,		
teaching,		
and		
modeling researched-		
based best-		
practice		
strategies.		

	Level of	2013 Expected Level of Performance:*			
In grades 3-5, the percentage of					
Standard Curriculum					
students scoring a Level 3 or higher					
on the 2013 FCAT Science will increase					
from 51% to 53%.					
	51 %	53 %			

1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	
	Teachers are	Strategy:	18/h a	Teacher Level	2-3x Per Year	
	at different	Strategy.	<u>Who</u>	reactier Level	2-5X F et 1 eat	
		L Teachers will	-Principal	Teachers reflect	-District baseline and	
		consistently follow	ri illicipai I		mid-year testing	
		the Gradual Release	ΔP	during the unit		
		Lesson Delivery	 ^"	citing/using		
	of "guided	model, (a reading	-PLC Facilitator	specific evidence		
		strategy which		of learning	-Student successful	
		crosses all content	i Olassi Colli (Cacileis		and appropriate	
		areas) including		_	participation in Student-	
		explicit instruction,	-Peer and Mentor	drive future	Led Conferencing	
			Evaluators	instruction.		
		instruction,				
		guided practice,				
		and independent		-Teachers		
		practice (I do, we do, you do			During Nine Weeks	
		L		assessments	During Nine Weeks	
		independently)	<u>How</u>	in the on-line	- common assessments	
	periormance.	Li	DI C logo turnod	grading system.	(pre, post, mid-year,	
		<u> </u>	-PLC logs turned into administration.		chapter, unit)	
			Administration		,,	
	Parents are		provides feedback.			
	at different			-Teachers use		
	levels of	Action Steps:	-School-based	the on-line	-FCAT Practice on the	
	involvement				computer	
		PLAN	walk-throughs by	and the IPT data		
	learning		administration,	to calculate		
	process			their students'		
			strategy, using a form	progress		
	children.		which includes the	towards the		
			SIP strategies.	SMART goals		
		-Instructional coaches and key		developed in their PLC.		
		teacher leaders		uleii FLG.		
		provide school-	Evidonos of otrotos:			
			-Evidence of strategy in teachers' lesson			
		l	plans seen during	-Teachers chart		
	l	Las voiopinonit	pians seen duning	1 . 5401.010 011411		

1	1	<u> </u>		
on how to plan	administration walk-	their students'	l	
appropriately paced	throughs.	progress	l	
lessons that allows		towards		
students sufficient		the SMART		
opportunity to		goal, either		
P	-EET Formal	individually or		
using a research-	Evaluations	as averages (as		
based lesson format	t i	decided in the		
that promotes a		PLC)		
gradual release of				
responsibility. (EET	-EET Pop-Ins			
Rubric 1a, 1b, 3a,	(administration and			
3c, 3e)	peer/mentor), using	PLC/Team Level		
	the HCPS Informal		l	
	Observation Pop-In	-PLC unit		
	Form (EET tool)	assessment data		
-Teachers will		will be recorded		
attend professional		in a class/		
development on		subject-specific		
implementing	-Monitoring data	PLC data base		
Student-Led	will be reviewed	(excel spread		
Conferencing	every nine weeks	sheet).		
	during report card	,		
	conferences.			
PLAN		-PLCs will		
	Γ	review unit		
(in PLCs before the		assessments	l	
lessons)		and chart the	l	
'		increase in		
-Brainstorm ideas		the number		
for implementing		of students		
the gradual release		reaching at least	l	
of responsibility		70% mastery		
model such as		on units of	l	
		instruction.	l	
*discuss and plan			l	
out how much time			l	
it will take for each			l	
component of the		-PLCs will		
Pomponent of the	<u> </u>	1. 200 11.11		

· · · · · · · · · · · · · · · · · · ·	i	
	gradual release	calculate the
	model within an	average unit
	upcoming lesson or	assessment
	concept based on	score for all their
	meeting individual	students across
	student needs	the PLC per
		class/subject
	*discuss specific	
	guided practice	
	teaching strategies	
	that can be	-PLC team will
	implemented in	determine how to
	upcoming lessons	report and share
	found in resources	data with the
	such as the books,	Problem Solving
	Teach Like a	Leadership
	Champion and	Team, which the
	Better Learning	facilitator will
	Through Structured	then do.
	Teaching: A	
	Framework for the	
	Gradual Release of	
	Responsibility.	-Data is used to
		identify effective
	*discuss	activities in
	specific strategies	future lessons.
	for involving	
	students in active	
	participation in	ΓΙΙΙΙ
	learning such	Leadership Team
	as collaborative	Level
	structures,	
	manipulatives,	-The Problem
	accountable talk,	Solving
	Socratic seminar,	Leadership Team
	and philosophical	will
	chairs.	
		Determine
		what specific
		data should be
	<u> </u>	

15	
-Discuss and plan	reported.
ways to increase	
student practice	
and discussion of	
skills learned in	-The Problem
the lesson (instead	Solving
of lesson being	Leadership Team
teacher-centered)	determines
(EET Rubric 1a, 1b,	and maintains
4d)	a school-wide
'	data system to
	track student
	progress.
-Identify the	
common	
assessment for	
the upcoming unit	-The Problem
of instruction,	Solving
addressing the	Leadership Team
question, "How will	will
we know if they	WIII
have learned it?"	review
	I I
(EET Rubric 1f, 4d)	assessment
	data for positive
	trends at a
l.,,	minimum of once
-Identify the	a month
common	
assessment for	
the upcoming unit	
of instruction,	-The Problem
addressing the	Solving
question, "How will	Leadership
we know if they	Team will review
have learned it?"	assessment
(EET Rubric 1f, 4d)	data for trends
	indicating a
	need for more
	differentiated
-Plan for the	instruction at a
T I I I I I I I I I I I I I I I I I I I	inotivotion at a

1	
portfolio items to be	minimum of once
included at the next	a month.
Parent-Teacher-	
Student Conference	
	-The Problem
	Solving
DO / CHECK	Leadership Team
Do / GIIZGR	will
(teacher actions in	Will
	luan data ta
the classroom)	use data to
	determine the
-Teachers	effectiveness
implement the	of strategy
gradual release	implementation,
model in the	supplemental
classroom ensuring	instruction
the pacing of	for targeted
the lesson is	students
appropriate,	and future
providing students	professional
the time needed	development for
to be intellectually	teachers.
	leachers.
engaged in each	
stage. (EET Rubric	
3a, 3c, 3e)	
- Guide students	
through collection	
of documentation	
of learning (EET	
Rubric 3d)	
Give a series	
-Give a common	
assessment	
identified from the	

core curriculum
material (EET
Rubric 3d)
Kubile 3d/
-After the
assessment,
provide timely
feedback; students
use the feedback
to enhance their
learning; students
use feedback
to write plan for
upcoming Student-
Led Conference
VET Dubito 24\
(EET Rubric 3d)
CHECK / ACT
(Teachers / PLCs
after the common
assessment)
-Teachers
bring common
assessment data
back to PLCs
-Based on the data,
teachers reflect on
their own teaching
(EET Rubric 4a)
-Using the data,

effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons. (EET Rubric 1c,1f, 4a, 4d, 4e)	
-Gradually increasing the level of involvement, students implement Student-Led Conferencing	
CHECK / ACT (Administration / Leadership Team) -Through walk- throughs, teachers are identified who excel in gradual release strategies and techniques in order to set up demonstration classrooms (EET Rubric 4d, 4e)	

-Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e)
-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges
-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.
CHECK / ACT (whole faculty)

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

		-	•			•
		-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.				
	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:	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	h 1	2.1.	2.1.	2.1.	2.1.	,	
scoring Achievement	F'-'	Γ	Γ'''	Γ	Γ		
Levels 4 or 5 in		Strategy:	<u>Who</u>	Teacher Level	2-3x Per Year		
science.		Chategy.	Tillo	Teacher Level	Z-OX I CI I Cai		1
Science.	are at	Teachers will	 Princinal	-Teachers reflect	-District baseline		1
	varying skill	consistently			and mid-year		
	levels to	follow the			testing		1
	implement	Gradual		specific evidence of	lesting		1
	the Core			learning and use this			1
	Journal	Lesson		knowledge to drive			1
	hb. o 1 o			future instruction.			1
	Jones 1110 a.o.	,	teachers				1
	,	reading	leachers		-Student		1
	the core	strategy	Peer and Mentor		successful and		1
	curriculum) assessment		Evaluators		appropriate		1
		crosses			participation		1
	s.	all content			in Student-Led		1
		areas)			Conferencing		1
		including					1
	Lack of	explicit					1
	planning		<u>How</u>				1
	time to	modeled	 1011	-Teachers use the on-			1
	analyze		-PLC logs turned	line grading system			1
	data to	•			During Nine		l I
	identify best				Weeks		1
	practices.	independent	provides feedback.	students' progress	1100110		l I
	practices.	practice		towards the SMART	- common		1
		(I do, we			assessments		1
		do, you do			(pre, post, mid-		1
	- Need for	together,	-School-based		year, chapter,		1
			informal classroom		unit)		
		P	walk-throughs by				
				-Teachers chart			
	effective			their students'			
	<u> </u>						
	L _{Not all}						
		Action		'			
	PLCsNot all teachers	3e)	form which includes the SIP strategies.	progress towards the SMART goal, either individually or as averages (as decided in the PLC)			

h	Ctono: IT:	vidence of	İ		
		vidence of	<u> </u>		
to identify		rategy in	DI O/Te and I area!		
misconceptio			PLC/Team Level		
ns and depth		ans seen during	5 10 11		
			-PLC unit assessment		
			data will be recorded		
	development		in a class/subject-		
concepts.)		specific PLC data		
			base (excel spread		
	-Instructional-El		sheet).		
	coaches and Ev	<i>r</i> aluations			
	key teacher				
	leaders				
able to attend			-PLCs will review unit		
			assessments and		
	`		chart the increase		
		eer/mentor), using			
	•		students reaching at		
			least 70% mastery on		
		orm (EET tool)	units of instruction.		
	appropriately				
	paced				
	lessons				
-Not all	that allows -N	Monitoring data	-PLCs will calculate		
teachers are	students wil	ill be reviewed	the average unit		
knowledge	sufficient ev	ery nine weeks	assessment score		
able of the	opportunity du	uring report card	for all their students		
strategies of	to practice co	onferences.	across the PLC per		
inquiry based	new skills		class/subject .		
instruction	using a		-		
such as	research-				
engaging	based lesson				
the students,	format that		-PLC team will		
	promotes		determine how to		
	a gradual		report and share data		
	release of		with the Problem		
1	responsib		Solving Leadership		
	ility. (EET		Team, which the		
	Rubric 1a,		facilitator will then do.		
	1b, 3a, 3c,				

3e)	
	-Data is used to
	identify effective
-Teachers	activities in future
will attend	lessons.
professional	
development	-
on on	
implem	<u>Leadership Team</u>
enting	<u>Level</u>
Student-Led	
Conferencin	-The Problem Solving
g	Leadership Team will
	Determine what
	specific data should
PLAN	be reported.
(in PLCs	
before the	
lessons)	-The Problem Solving
	Leadership Team
-Brainstorm	determines and
ideas for	maintains a school-
implementin	wide data system
g the gradual	to track student
release of	progress.
responsibilit	
y model such	
as	
	-The Problem Solving
*discuss	Leadership Team will
and plan out	
how much	review assessment
time it will	data for positive
take for each	trends at a minimum
component	of once a month
of the	
gradual	

	lease			
mo		The Problem Solving		
an		Leadership Team will		
les	sson or r	review assessment		
l co	oncept k	data for trends		
		ndicating a need for		
me		more differentiated		
		nstruction at a		
		minimum of once a		
		month.		
	*discuss			
	Decific			
		The Problem Solving		
		Leadership Team will		
	aching	LeaderShip Team will		
		use data to determine		
		the effectiveness		
		of strategy		
		mplementation,		
		supplemental		
1		nstruction for		
		targeted students and		
		future professional		
		development for		
		teachers		
	<u>Champion</u>			
	nd <u>Better</u>			
	<u>earning</u>			
	nrough			
	ructured			
	eaching: A			
	amework_			
	<u>r the</u>			
	<u>radual</u>			
	elease of			
<u> </u> Re	esponsibilit			
<u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> .				
*	*discuss			

	specific		
	strategies		
	for involving		
	students		
	in active		
	participation		
	in learning		
	such as		
	collaborative		
	structures,		
	manipu		
	latives,		
	accountable		
	talk, Socratic		
	seminar, and		
	philosophica		
	I chairs.		
	-Discuss and		
	plan ways		
	to increase		
	student		
	practice and		
	discussion		
	of skills		
	learned in		
	the lesson		
	(instead of		
	lesson being		
	teacher-		
	centered)		
	(EET Rubric		
	1a, 1b, 4d)		
	-Identify the		
	common		
	common		

assessment
for the
upcoming
unit of
instruction,
addressing
the question,
uie questioni,
"How will we
know if they
have learned
it?" (EET
Rubric 1f, 4d)
-Identify the
common
assessment
for the
upcoming
unit of
instruction,
addressing addressing
the question,
"How will we
know if they
have learned
it?" (EET
Rubric 1f, 4d)
-Plan for
the portion
Teacher-
Student
the portfolio items to be included at the next Parent- Teacher-

Conference		
DO / CHECK		
(teacher		
actions		
in the		
classroom)		
,		
-Teachers		
implement		
the gradual		
release		
model in the		
classroom		
ensuring the		
pacing of the lesson is		
the lesson is		
appropriate,		
providing		
students		
the time		
needed to be		
intellectually		
engaged in		
each stage.		
(EET Rubric		
3a, 3c, 3e)		
- Guide		
students		
through		
collection of		
documen		
tation of		
learning		

(EET Rubric		
(
3d)		
-Give a		
common		
assessment		
identified		
from the core		
curriculum		
material (EET		
Rubric 3d)		
'		
-After the		
assessment,		
provide timely		
timaly		
umery		
feedback;		
students use		
the feedback		
the feedback		
to enhance		
their		
la a una la a un		
learning;		
students use		
feedback to		
write plan for		
upcoming Student-Led		
Ktudent-Led		
otadent-Lea		
Conference		
(EET Rubric		
3d)		
[
CHECK /		
ACT		
[,,,		

(Teachers /			
PLCs after			
the common			
assessment)			
[]			
-Teachers			
bring			
common			
assessment			
data back to			
PLCs			
-Based on			
the data,			
teachers			
reflect on			
their own			
teaching			
(EET Rubric			
4a)			
[""			
Lising			
-Using			
the data,			
effective			
gradual			
release			
strategies			
and			
techniques			
are			
identified,			
discusses,			
and modeled			
in order to			
implement			
techniques			
in future			
lessons.			

(EET Rubric 1c,1f, 4a, 4d, 4e)	
4e)	
	I
-Gradually	
increasing	
increasing the second of the s	
the level of	
involvement,	
students	
implement	
Student-Led Student-Led	
Conferencin	l
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1 1 1 1 1	
1 1 1 1 1	
CHECK /	
ACT	
(Admini	
stration /	
Leadership Leadership	
Team)	
-Through	l
walk- walk-	
throughs,	l
teachers are	l
identified	
who excel	
	l
in gradual	l
release	l
strategies	l
and	l
techniques	l
in order	l
	l
to set up	
demon	

stration			
classrooms			
(EET Rubric			
(EET KUDITC			
4d, 4e)			
-Classroom			
coverage			
is provided			
for teachers			
ior teachers			
to attend			
demon			
stration			
classrooms			
LIASSIUUIIIS	l		
(EET Rubric			
4e)			
'			
-PLC			
Facilitators			
nut gradual			
put gradual release			
release			
strategies			
and			
techniques	l		
on every			
Direvery			
agenda,	l		
agenda, allowing			
teachers	l		
to share			
successes	l		
and	l		
challenges	l		
"			
	l		
	l		
j j l			
-Gradual			
release	l		
10.0000			

strategies and	
and	
techniques	
are on the	
Leadership	
Team's	
agendas	
in order to	
discuss	
uiscuss	
strategy	
impleme	
ntation,	
concentratin	
g on barriers	
and how	
they can be	
overcome.	
CHECK /	
ACT	
ACI	
(whole	
faculty)	
-Teachers	
will will	
participate	
participate in faculty	
and PLC	
SIP Reviews	
where	
gradual release	
nterease	
strategies	
and and and and and and and and and and	
techniques	
are	
showcased.	

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

Science Goal #2:		2013Expected Level of Performance:*			
In grades 3-5, the percentage of All Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 10% to 15%					
	10 %	15 %			

2.	2.	2.2.	2.2.	2.2.	2.2.	2.2.	
		_					
		Teachers are	Strategy:	<u>Who</u>	Teacher Level	2-3x Per Year	
		at different levels of	Teachers will	Dringing	Tanahara rafiaat	-District baseline and	
			consistently follow	-Principal		mid-year testing	
				l _{AD}		inid-year testing	
			the Gradual Release	FAP	during the unit		
			Lesson Delivery model, (a reading	-PLC Facilitator	citing/using specific evidence		
		_	strategy which	FFEC Facilitator	of learning		
				-Classroom teachers	and use this		
			areas) including			-Student successful	
			explicit instruction,		_	and appropriate	
				Evaluators		participation in Student-	
	ļ		instruction,	_ valuator3		Led Conferencing	
			guided practice,			Lea comerencing	
			and independent				
			practice (I do,		-Teachers		
			we do, you do		maintain their		
		achievement		How_	assessments		
			independently)			During Nine Weeks	
				-PLC logs turned	grading system.		
				into administration.		- common assessments	
				Administration		(pre, post, mid-year,	
		Parents are		provides feedback.		chapter, unit)	
		at different			-Teachers use	' '	
		levels of	Action Steps:		the on-line		
	İ	involvement	-		grading system		
	į	in the		-School-based	and the IPT data		
		learning			to calculate		
		process		, ,	their students'		
					progress		
		children.		observing this	towards the		
				strategy, using a form			
				which includes the	developed in		
				SIP strategies.	their PLC.		
			teacher leaders				
			provide school-				
			based professional	 _	l <u>.</u>		
			development	-Evidence of strategy	- i eachers chart		

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on how to plan	in teachers' lesson	their students'		
appropriately paced		progress		
	administration walk-	towards		
students sufficient	throughs.	the SMART		
opportunity to		goal, either		
practice new skills		individually or		
using a research-		as averages (as		
based lesson forma	t-EET Formal	decided in the		
that promotes a	Evaluations	PLC)		
gradual release of				
responsibility. (EET	rl			
Rubric 1a, 1b, 3a,				
3c, 3e)	-EET Pop-Ins	PLC/Team Level		
	(administration and		l	
	peer/mentor), using	-PLC unit	l	
	the HCPS Informal	assessment data		
-Teachers will	Observation Pop-In	will be recorded	l	
attend professional		in a class/		
development on	` ′	subject-specific		
implementing		PLC data base		
Student-Led		(excel spread		
Conferencing	-Monitoring data	sheet).		
	will be reviewed	,		
	every nine weeks			
	during report card			
PLAN	conferences.	-PLCs will		
[····		review unit		
(in PLCs before the		assessments		
lessons)	Γ	and chart the		
		increase in		
-Brainstorm ideas		the number	l	
for implementing		of students	l	
the gradual release		reaching at least	l	
of responsibility		70% mastery		
model such as		on units of		
		instruction.		
*discuss and plan			l	
out how much time			l	
it will take for each				
component of the		-PLCs will		
pomponent of the	1	. 200 11111		

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	gradual release	calculate the
	model within an	average unit
	upcoming lesson or	assessment
	concept based on	score for all their
	meeting individual	students across
	student needs	the PLC per
		class/subject
	*discuss specific	
	guided practice	
	teaching strategies	
	that can be	-PLC team will
	implemented in	determine how to
	upcoming lessons	report and share
	found in resources	data with the
	such as the books,	Problem Solving
	Teach Like a	Leadership
	Champion and	Team, which the
	Better Learning	facilitator will
	Through Structured	then do.
	Teaching: A	
	Framework for the	
	Gradual Release of	
	Responsibility.	-Data is used to
		identify effective
	*discuss	activities in
	specific strategies	future lessons.
	for involving	
	students in active	
	participation in	ΓΙΙΙΙ
	learning such	Leadership Team
	as collaborative	Level
	structures,	
	manipulatives,	-The Problem
	accountable talk,	Solving
	Socratic seminar,	Leadership Team
	and philosophical	will
	chairs.	
		Determine
		what specific
		data should be
	<u> </u>	

portfolio items to be	minimum of once
included at the next	a month.
Parent-Teacher-	a monun.
Student Conference	
	-The Problem
	Solving
DO / CHECK	Leadership Team
	will
(teacher actions in	["
the classroom)	use data to
	determine the
-Teachers	effectiveness
implement the	of strategy
gradual release	implementation,
model in the	supplemental
classroom ensuring	instruction
the pacing of	for targeted
the lesson is	students
appropriate,	and future
providing students	professional
the time needed	development for
to be intellectually	teachers.
engaged in each	
stage. (EET Rubric	
3а, 3с, 3e)	
- Guide students	
through collection	
of documentation	
of learning (EET	
Rubric 3d)	
-Give a common	
assessment	
identified from the	

core curriculum
material (EET
Rubric 3d)
Rubile 3d)
-After the
assessment,
provide timely
feedback; students
use the feedback
to enhance their
learning; students
use feedback
to write plan for
upcoming Student-
Led Conference
(EET Rubric 3d)
CHECK / ACT
(Teachers / PLCs
after the common
assessment)
assessment)
-Teachers
bring common
assessment data
back to PLCs
-Based on the data,
teachers reflect on
their own teaching
(EET Rubric 4a)
-Using the data,

	effective gradual release strategies		
	and techniques		
	are identified,		
	discusses, and		
	modeled in order		
	to implement		
	techniques in future lessons. (EET		
	Rubric 1c,1f, 4a, 4d,		
	4e)		
	,		
	-Gradually		
	increasing the level		
	of involvement,		
	students implement		
	Student-Led		
	Conferencing		
	CHECK / ACT		
	(Administration /		
	Leadership Team)		
	-Through walk-		
	throughs, teachers		
	are identified who		
	excel in gradual		
	release strategies and techniques		
	in order to set up		
	demonstration		
	classrooms (EET		
	Rubric 4d, 4e)		

-Classroom coverage is provided for teachers to attend demonstration classrooms (EET Rubric 4e)
-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges
-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.
CHECK / ACT (whole faculty)

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

		-Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.				
	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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release)		
		PLC Leader		and Schedules (e.g., frequency of meetings)		
Inquiry Based Instruction	K-5	Grade Level PLC	Grade level PLCs		Administrators conduct targeted walk-throughs to monitor inquiry	•
		Facilitators			model.	AP
				PSD courses when		
				offered		Grade Level PLC facilitators
		District Presenters				

End of Science Goals

Writing/Language Arts Goals

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

1. Students	1.1.	h.1.	1.1.	1.1.	1.1.	
scoring at					1.1.	
Achievement	Teachers are	Strategy	Who	Teacher Level	2 2v Don Voor	
Level 3.0 or higher		Diracegy	VVIIO	reaction Level	2-3x Per Year	
in writing.		C-CIM	-Principal	-Teachers reflect		
in witting.		with Best		on lessons during	-	
				the unit citing/using	Monthly Long	
		in Writing			Monthly Lopez Writes Scores	
	Improvement	_		learning and use this	Willes Scores	
	Model (C-CIM			knowledge to drive		
	,			future instruction.		
	curriculum)					
	assessments.		-Classroom teachers			
					During Nine	
			-Peer and Mentor	-Teachers maintain	Weeks	
				their assessments in	WEEKS	
	-Lack of	Tier 1 - The		the on-line grading	Monthly Lopez	
	planning time			, -	Writes Scores	
		of this		,	Writes ocores	
		strategy is to				
		strengthen				
	practices.		How	-Teachers use the on-		
		curriculum.		line grading system		
		Students'		and the IPT data		
		writing skills		to calculate their		
		will improve		students' progress		
		through		towards the SMART		
	levels of	participation		goals developed in		
	impleme	of best		their PLC.		
	ntation of	practices	provides feedback.			
	Differentiated	for teaching				
		writing. Best				
		practices		-Teachers chart		
	low and high	include <u>PLC</u>	-School-based	their students'		
	performing	<u>instructional</u>	informal classroom	progress towards the		
	students)			SMART goal, either		
				individually or as		
				averages (as decided		
		and effective	strategy, using a	in the PLC)		
	Teachers	<u>holistic</u>	form which includes			

lack s	skill and scoring	the SIP strategies.	1		
	rstandi <u>methods</u> .	line on strategies.			
	garding		PLC/Team Level		
the F			FLO/Team Level		
Writin		Evidence of strategy	-PLC unit assessment		
1			data will be recorded		
	Scoring Action Steps		in a class/subject-		
Rubri		administration walk-			
Rubii	Professional	throughs.	base (excel spread		
Too	chers Development		sheet).		
new t			Sileet).		
	1 3.				
Langu	· .	-EET Formal			
Arts r		Evaluations	-PLCs will review unit		
		Evaluations			
	Writing and/or		assessments and		
traini			chart the increase		
(Write		FFT Don Inc	in the number of		
VVOIK	shop) to attend district level	-EET Pop-Ins	students reaching at		
		(administration and	least 70% mastery on		
	chers trainings.		units of instruction.		
	ot have	the HCPS Informal			
1	dence 2. As a	Observation Pop-In			
	holistic Professional	Form (EET tool)	BLOS SEIL SELECTION		
scorii		,	-PLCs will calculate		
metho			the average unit		
	ation will		assessment score		
	chers schedule	-Monitoring data	for all their students		
	sufficient an on-site	will be reviewed	across the PLC per		
	to score school-wide	every nine weeks	class/subject		
stude	1 5	during report card			
paper		conferences.			
	Writer's		DI O to any serill		
	chers Workshop.	-	-PLC team will		
I I	common		determine how to		
plann			report and share data		
	to meet Professional		with the Problem		
in PL0			Solving Leadership		
discu			Team, which the		
comn			facilitator will then do.		
defici	encies participate in				

in writing	assessment	<u> </u>		<u> </u>
III WITHING	and rubric			
	refresher	-Data is used to		
	courses and	identify effective		
	practice	activities in future		
	P .			
	scoring within PLCs.	lessons.		
	within PLCs.			
	4. As a	F 1		
	Professional	Leadership Team		
	Development	Level		
	activity,	<u> </u>		
	grade	-The Problem Solving		
	level (PLC)	Leadership Team will		
	facilitators	Loaderoing realit will		
	will facilitate	Determine what		
	advanced	specific data should		
	scoring	be reported.		
	sessions.	Do Toportou.		
	5. Based			
	on baseline	-The Problem Solving		
	data, PLCs	Leadership Team		
	write SMART	determines and		
	goals for	maintains a school-		
	each nine	wide data system		
	weeks. (For	to track student		
	example,	progress.		
	during the	p. 09. 000.		
	first nine	[]		
	weeks,	[
	50% of the	-The Problem Solving		
	students will	Leadership Team will		
	score 4.0 or	Loaderoing realit will		
	above on	review assessment		
	the monthly	data for positive		
	formative	trends at a minimum		
	writing	of once a month		
	prompt.)			
	[P. OPa.)	1		
			Ļ	

		· · · · · · · · · · · · · · · · · · ·
	6. As a	
	Professional	-The Problem Solving
	Development	Leadership Team will
	activity PLC	review assessment
	discussions	data for trends
	draw	indicating a need for
	teachers to	more differentiated
	a consensus	instruction at a
	regarding	minimum of once a
	student	month.
	trends,	
	needs, and	
	scores	
	based on	-The Problem Solving
	connecting	Leadership Team will
	student	
	writing	use data to determine
	with state	the effectiveness
	anchors.	of strategy
		implementation,
	7. Based	supplemental
	on student	instruction for
	writing	targeted students and
	reviews	future professional
	and PLC	development for
	discussions	teachers.
	regarding	
	trends and	
	needs,	
	teachers	
	create	
	monthly	
	writing	
	menus	
	for craft,	
 	elaboration,	
	and genres	
	as a list of	
	essential	
	teaching	
		<u> </u>

	ints for the		
moi	onth ahead.		
ј 8. т	Teachers		
imp	plement		
	ideas		
	sed on		
	ecific		
stuc	ident		
nee	eds.		
	As a		
Pro	ofessional		
l l	velopment		
l bev	ivity PLCs		
l acti	amine		
	ident		
	nference		
	tes, daily		
gran	afts, and		
moi	onthly		
	mand		
	tes and		
adju	ust the		
moi	onthly		
writ	ting menu		
	teaching		
	ints and		
	are ideas		
tog	grow		
stud	idents.		
10.	PLCs		
	riew nine		
	ek data,		
	a new		
	al for the		
	lowing		
nine	e weeks.		

		11. PLCs record their work in the PLC logs.			
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
In grades 2-5, the percentage of AYP AII Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 81% to 85%.					
	81 %	85 %			

1.2.	1.2.	1.2.	1.2.	1.2.	
Teachers are at different	Strategy:	Who_	Teacher Level	2-3x Per Year	
levels of	Teachers will	-Principal	-Teachers reflect	-District baseline and	
	consistently follow			mid-year testing	
	the Gradual Release	-AP	during the	,	
of "guided	Lesson Delivery		unit citing/		
practice" of	model, (a reading	-PLC Facilitator	using specific		
lessons.	strategy which		evidence of	- FAIR On-going	
		-Classroom teachers	learning and use	Progress Monitoring in	
	areas) including		this knowledge	comprehension	
	explicit instruction,	-Peer and Mentor	to drive future	-	
Students	modeled instruction,	Evaluators	instruction.		
need more	guided practice, and				
accounta	independent practice			-Student successful	
bility for	(I do, we do, you do			and appropriate	
their own	together, you do			participation in Student-	
achievement	independently) (EET		maintain their	Led Conferencing	
performance	Rubric 1a, 1b, 3a, 3c,	<u>How</u>	assessments		
	3e)		in the on-line		
		-PLC logs turned	grading system.		
		into administration.			
Parents are		Administration			
at different	Action Steps:	provides feedback.		During Nine Weeks	
levels of			-Teachers use		
involvement	PLAN	-School-based	the on-line	- common	
in the		informal classroom		assessments (pre, post,	
learning	(teacher professional			mid-year, chapter, unit)	
process	development)	administration,	to calculate		
of their	la atmosti a I	observing this	their students'		
children.	-Instructional	strategy, using a form	, -		
	coaches and key	which includes the	towards the		
	teacher leaders	SIP strategies.	SMART goals		
	provide school-		developed in their PLC.		
	based professional		ulieir PLG.		
	development	-Evidence of strategy	Teachers chart		
	on how to plan appropriately paced	in teachers' lesson	their students'		
	ressons that allows	plans seen during	progress		

students sufficient	administration walk-	towards		
opportunity to	throughs.	the SMART		
	unougns.			
practice new skills		goal, either		
using a research-		individually or		
based lesson format		as averages (as		
that promotes a	-EET Formal	decided in the		
gradual release of	Evaluations	PLC)		
responsibility. (EET				
Rubric 1a, 1b, 3a, 3c,		-		
3e)	l	L		
	-EET Pop-Ins	PLC/Team Level		
	(administration and			
_	peer/mentor), using	-PLC unit		
-Teachers will	the HCPS Informal	assessment data		
attend professional	Observation Pop-In	will be recorded		
development on	Form (EET tool)	in a class/		
implementing		subject-specific		
Student-Led		PLC data base		
Conferencing		(excel spread		
	-Monitoring data	sheet).		
	will be reviewed			
	every nine weeks			
PLAN	during report card			
	conferences.	-PLCs will		
(in PLCs before the		review unit		
lessons)		assessments		
		and chart the		
-Brainstorm ideas		increase in		
for implementing the		the number		
gradual release of		of students		
responsibility model		reaching at least		
such as		70% mastery		
		on units of		
*discuss and plan		instruction.		
out how much time				
it will take for each				
component of the				
gradual release		-PLCs will		
model within an		calculate the		
upcoming lesson or		average unit		

concept based on	assessment
meeting individual	score for all their
student needs	students across
	the PLC per
*discuss specific	class/subject
guided practice	
teaching strategies	
that can be	
implemented in	-PLC team
upcoming lessons	will determine
found in resources	how to report
such as the books,	and share
Teach Like a	data with the
Champion and Better	Problem Solving
Learning Through	Leadership
Structured Teaching:	Team, which the
A Framework for the	facilitator will
Gradual Release of	then do.
Responsibility.	
*discuss specific	
strategies for	-Data is used to
involving students in	identify effective
active participation	activities in
in learning such	future lessons.
as collaborative	
structures,	
manipulatives,	F
accountable talk,	Leadership Team
Socratic seminar,	Level
and philosophical	
chairs.	-The Problem
	Solving
	Leadership Team
	will
-Discuss and plan	
ways to increase	Determine
student practice and	what specific
discussion of skills	data should be
learned in the lesson	reported.

(instead of lesson		
being teacher-		
centered) (EET		
Rubric 1a, 1b, 4d)	-The Problem	
	Solving	
	Leadership Team	
	determines	
-Identify the common	and maintains	
assessment for	a school-wide	
the upcoming unit	data system to	
	track student	
of instruction,		
addressing the	progress.	
question, "How will		
we know if they have		
learned it?" (EET		
Rubric 1f, 4d)	-The Problem	
	Solving	
	Leadership Team	
	will	
-Identify the common		
assessment for	review	
the upcoming unit	assessment	
of instruction,	data for positive	
addressing the	trends at a	
question, "How will	minimum of	
we know if they have	once a month	
learned it?" (EET		
Rubric 1f, 4d)		
	-The Problem	
	Solving	
-Plan for the	Leadership	
portfolio items to	Team will review	
be included at the	assessment	
next Parent-Teacher-	data for trends	
Student Conference	indicating a	
	need for more	
	differentiated	
	instruction at	
DO / CHECK		
DO / CHECK	a minimum of	

	(teacher actions in the classroom)	once a month.	
	the classroom)		i
	,		
	-Teachers implement	-The Problem	
	the gradual	Solving	
	release model in	Leadership Team	
	the classroom	will ·	
	ensuring the pacing		
	of the lesson	use data to	
	is appropriate,	determine the	
	providing students	effectiveness	
	the time needed	of strategy	
	to be intellectually	implementation,	
	engaged in each	supplemental	
	stage. (EET Rubric	instruction	
	3a, 3c, 3e)	for targeted	
		students	
		and future	
		professional	
	- Guide students	development for	
	through collection	teachers.	
	of documentation		
	of learning (EET		
	, , , , , , , , , , , , , , , , , , ,		
	Give a common		
	(3d)		
	-After the		
1 1	assessment, provide		
l I			
	through collection of documentation of learning (EET Rubric 3d) -Give a common assessment identified from the core curriculum material (EET Rubric 3d) -After the	teachers.	

students use the feedback to enhance their learning; students use feedback to write plan for upcoming Student-Led Conference (EET Rubric 3d)
CHECK / ACT (Teachers / PLCs after the common assessment)
-Teachers bring common assessment data back to PLCs
-Based on the data, teachers reflect on their own teaching (EET Rubric 4a)
-Using the data, effective gradual release strategies and techniques are identified, discusses, and modeled in order to implement techniques in future lessons. (EET Rubric 1c,1f, 4a, 4d, 4e)

Gradually ncreasing the level of involvement, students implement Student-Led Conferencing
Administration / Leadership Team) Through walk- hroughs, teachers are identified who excel in gradual release strategies and techniques n order to set up demonstration classrooms (EET Rubric 4d, 4e)
Classroom coverage is provided for eachers to attend demonstration classrooms (EET Rubric 4e)

-PLC Facilitators put gradual release strategies and techniques on every agenda, allowing teachers to share successes and challenges
-Gradual release strategies and techniques are on the Leadership Team's agendas in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.
CHECK / ACT (whole faculty) -Teachers will participate in faculty and PLC SIP Reviews where gradual release strategies and techniques are showcased.

	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 Grade Level / PD Facilitator PD Participants Target Dates and Strategy for Follow-up / Person or Position Schedules Monitoring Responsible for Monitoring

and/or PLC Focus and/or (e.g. , PLC, subject, grade level, or school-wide) (e.g. , Early Release)

PLC Leader and Schedules (e.g.,

frequency of meetings)

Writer's Workshop All grades PD facilitator School-wide As offered Attendance records Principal

- Best Practices Training

Training IPDPs AP

Grade Level PLC team

leaders

teachers

Scoring Rubric Training	All grades	PD facilitato	or School wide	As offered	Attendance records	Principal
-					IPDPs	AP
						Grade Level PLC team leaders
						teachers
Scoring practice, consensus scoring	Grade level		School wide	Early Release PLC meetings, twice monthly	PLC report logs	Principal
data decisions	,,	10000				AP
						Grade Level PLC team leaders
						teachers

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:	Barrier	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

Most students with Administration Administration Administration Administration Administration Administration Administration Administration Administration Administration Administration Administration Administration Administration Administration Team and subset of PSLT will examine data and subset of PSLT will examine data will be propriate staff will meet every 20 days with appropriate every 20 days with appropriate every 20 days with appropriate every 20 days with appropriate reports staff will meet every 20 days with appropriate reports staff will meet every 20 days with appropriate reports data base ellan to 1) attendance. Lack of time being social Worker implemented with fidelity and 2) discuss targeted at base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify
students in need of

	school wide			
	attendance			
	initiatives			

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
The attendance rate will increase from 93% in 2011-2012 to 97% in 2012-2013.	;				
-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 76 in 2011-2012 to 50 in 2012-2013					
-The number of students who have 10 or more unexcused tardies to school will remain 0 in 2012-2013.					
	93%	97%			

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

Number of Students with Excessive Absences	2013 Expected Number of Students with Excessive Absences (10 or more)					
76	50					
Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
0	0					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic Grade Level/ PD Facilitator **PD Participants Target Dates and** Strategy for Follow-up/ **Person or Position Subject Schedules** Monitoring **Responsible for Monitoring** and/or PLC Focus and/or (e.g., PLC, subject, grade

level, or school-wide)

(e.g., Early Release) **PLC Leader** and Schedules (e.g., frequency of meetings)

At Administrator staff August/September Review plan and student data AP **Administrator AP**

every 20 days meting

Attendance Plan

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:	Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. Suspension 1.1.	1.1.	1.1.	1.1.	1.1.	
Few opportun exist for students establish	program in to conjunction with tutoring		- Number of students involved in the mentoring program	Relevant Data collected	
mentorin relationsl with adul school.	nips		-Number of suspensions		

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

	bo40 = 4 1	ba40 = 4 ·			
Suspension Goal	2012 Total Number of	2013 Expected Number of			
<u>#1:</u>	Number of	Number of			
	l	l			
	In –School Suspensions	In- School Suspensions			
	Suspensions	Suspensions			
-The total number					
of In-School					
Suspensions will					
remain 0 in 2012-					
2013.					
-The total number					
of students					
receiving In-School					
Suspension remain					
0 in 2012-2013.					
0 III 2012-2013.					
701 4 4 1					
-The total					
number of Out-					
of-Suspensions					
(including ATOSS)					
will go from 1in					
2011-2012 to 0 in					
2012-2013.					
-The total number					
of students					
receiving Out-of-					
School Suspension					
will go from 1in					
2011-2012 to 0 in					
2011-2012 to 0 III 2012-2013.					
2012-2013.					

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

0	0		
2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended		
In-School	In -School		
0	0		
2012 Number of Out-of-School Suspensions	2013 Expected Number of		
	Out-of-School Suspensions		
1	0		
2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended		
Out- of- School	Out- of-School_		
1	0		

1.2.	1.2.	1.2.	1.2.	1.2.	
teachers are not familiar with the	meeting to review contents of school plan and discuss implementation	Who: Teachers Administration	Manimistration	Number of referrals and suspensions	
	-Involve faculty in decisions regarding rewards -Discuss implementation of program in PLC	PLC team leaders			
1.3.	meetings	1.3.	4.0	1.3.	
1.3.	1.3.	11.3.	1.3.	11.3.	
students are not motivated by the existing Behavior Plan for the school.	counselor, school psychologist, and social worker will	Behavior management will be addressed at PSLT meetings	Administration	Number of students earning monthly behavior reward	
	non-earners.				

Suspension Professional Development

Professional Development (PD) aligned with Strategies

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

Grade Level/ Subject PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring Per-

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout	Problem-				
Prevention	solving				
Goal(s)	Process				
	to Dropout				
	Preventio				
	n				

of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: 1. Dropout Prevention Goal #1: **Please refer to	Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
"Modify download of the province of the provin	of parent involvement	Barrier	o a a a a a	ridding endon	on alogy Data onlock			
Idelity be monitored? Idelity be monitored?	data, and reference to			Who and how will the	How will the evaluation tool			
in need of improvement: 1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **N/A** **D13 Exected Dropout Rate:** **D13 Exected Tropout Rate:** **D14 Exected Tropout Rate:** **D15 Exected Tropout Rate:** **D15 Exected Tropout Rate:** **D16 Exected Tropout Rate:** **D17 Exected Tropout Rate:** **D18 Exected Tropout Rate:** **D19	"Guiding Questions",			fidelity be monitored?	data be used to determine			
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the percentage of students who dropped out during the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school year. **Please refer to the 2011-2012 school	in need of improvement:							
Prevention Dropout Prevention Goal #1: Please refer to the percentage of students who dropped out during the 2011-2012 school year. 2012 Current Dropout Rate: Propout Rate: 2013 Expected Propout Rate: Graduation. Graduation. Rate: 12. 12. 12. 12. 12. 12. 12. 12. 12. 12.			ļ.,		strategy?			
Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year. 2012 Current		1.1. 	1.1. 	1.1.	1.1.	1.1.		
Please refer to the percentage of students who dropped out during the 2011-2012 school year. 2012 Current Dropout Rate: Dropout Rate:	Prevention							
Please refer to the percentage of students who dropped out during the 2011-2012 school year. 2012 Current Dropout Rate: Dropout Rate:								
Please refer to the percentage of students who dropped out during the 2011-2012 school year. 2012 Current Dropout Rate: Dropout Rate:								
*Please refer to the percentage of students who dropped out during the 2011-2012 school year. Dropout Rate: Dropout Prevention	[
the percentage of students who dropped out during the 2011-2012 school year. 2012 Current Propout Rate: Dropout Rate: 2013 Expected Dropout Rate: 2014 Current Graduation Rate: 2015 Expected Graduation Rate: 2016 Current Graduation Rate: 2017 Current Graduation Rate: 2018 Expected Graduation Rate: 2019 Current Graduation Rate: 2019 Current Graduation Rate: 2010 Current Graduation Rate: 2011 Expected Graduation Rate: 2012 Current Graduation Rate: 2013 Expected Graduation Rate: 2014 Current Graduation Rate: 2015 Expected Graduation Rate: 2016 Current Graduation Rate: 2017 Current Graduation Rate: 2018 Expected Graduation Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2010 Light Rate: 2011 Expected Graduation Rate: 2012 Current Graduation Rate: 2013 Expected Graduation Rate: 2014 Light Rate: 2015 Light Rate: 2015 Light Rate: 2016 Light Rate: 2017 Light Rate: 2017 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2010 Light Rate: 2010 Light Rate: 2011 Light Rate: 2011 Light Rate: 2012 Light Rate: 2012 Light Rate: 2013 Light Rate: 2013 Light Rate: 2014 Light Rate: 2015 Light Rate: 2015 Light Rate: 2015 Light Rate: 2016 Light Rate: 2017 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2019 Light Rate: 2010 Light Rate: 2010 Light Rate: 2010 Light Rate: 2011 Light Rate: 2012 Light Rate: 2012 Light Rate: 2013 Light Rate: 2013 Light Rate: 2014 Light Rate: 2015 Light Rate: 2015 Light Rate: 2016 Light Rate: 2017 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 2018 Light Rate: 201	Goal #1:							
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of students who dropped out during the 2011-2012 school year. 2012 Current Dropout Rate:* Dropout Rate:* 2013 Expected. 2010 Current Graduation Rate:* 2013 Expected Graduation Rate:* 1.2. 1.2. 1.2. 1.2. 1.2. 1.2. 1.2.								
Architecture of the 2011-2012 school year. 2012 Current Dropout Rate: Dropout Rate: 2012 Current Graduation Rate: 3013 Expected Graduation Rate: 4013 Expected Graduation Rate: 4014 Expected Graduation Rate: 4015 Expected Graduation Rate: 4015 Expected Graduation Rate: 4016 Expected Graduation Rate: 4017 Expected Graduation Rate: 4018 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4010 Expected Graduation Rate: 4010 Expected Graduation Rate: 4010 Expected Graduation Rate: 4010 Expected Graduation Rate: 4010 Expected Graduation Rate: 4010 Expected Graduation Rate: 4011 Expected Graduation Rate: 4012 Expected Graduation Rate: 4013 Expected Graduation Rate: 4014 Expected Graduation Rate: 4015 Expected Graduation Rate: 4015 Expected Graduation Rate: 4016 Expected Graduation Rate: 4017 Expected Graduation Rate: 4018 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4019 Expected Graduation Rate: 4010 Exp	the percentage							
## 2011-2012 school year. 2012 Current Dropout Rate:* Dropout Rate:*								
N/A 2012 Current Dropout Rate: Dropout Rate	dropped out during							
N/A								
N/A Dropout Rate:* Dropout Rate:*	school year.							
N/A Dropout Rate:* Dropout Rate:*								
N/A Dropout Rate:* Dropout Rate:*								
N/A 2012 Current Graduation Rate:*		2012 Current	2013 Expected					
2012 Current Graduation Rate:* 1.2. 1.2. 1.2. 1.2. 1.2. 1.2.		Dropout Rate:	Dropout Rate:					
2012 Current Graduation Rate:* 1.2. 1.2. 1.2. 1.2. 1.2. 1.2.								
2012 Current Graduation Rate:* 1.2. 1.2. 1.2. 1.2. 1.2. 1.2.								
2012 Current Graduation Rate:* 1.2. 1.2. 1.2. 1.2. 1.2. 1.2.	IN/A							
Graduation Rate:*								
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Graduation Rate:*								
Graduation Rate:*								
Graduation Rate:*								
Graduation Rate:*								
Graduation Rate:*								
Graduation Rate:*		2012 Current	2013 Expected					
Rate:* 1.2. 1.2. 1.2. 1.2. 1.2. 1.2.		Graduation	Graduation Rate:*					
		Rate:*						
1.3. 1.3. 1.3. 1.3.								
			1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic

Grade Level/ Subject

PD Facilitator

and/or

PD Participants

Target Dates and Schedules Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

PLC Leader

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement	Problem-				l
Goal(s)	solving				l
	Process				ı
	to Parent				l
	Involvem				l

	ent						
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 be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement	1.1.	1.1.			1.1.		
Parent Involvement Goal #1:							
communication	level of Parent	2013 Expected level of Parent					
between parents and school. As a Title I	Involvement:*	involvement:					
school, we completed the Title I Parent							
Involvement Plan, which is available on-							
site for perusal.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Goal(s)	Problem- solving Process to Parent Involvem ent						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?			
2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal #2:	2012 Current	2013 Expected					
	level of Parent Involvement:*	level of Parent					
Enter narrative for the goal in this box.							
		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 Grade Level/ Subject

PD Facilitator

PD Participants

Person or Position Responsible for Target Dates and Schedules Strategy for Follow-up/Monitoring Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

PLC Leader

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)).

	Problem-				
Additional Goal(s)	Solving				
	Process to				
	Increase				
	Student				
	Achieveme				
	l nt l				

Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student	
of school data, identify	Barrier				Evaluation Tool	
and define			Who and how	How will the		
			will the fidelity be	evaluation tool data		
areas in need of			_	be used to determine		
improvement:				the effectiveness of		
-				strategy?		

1. Health and Fitness	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal	1	1.1.	1.1.			
Goal	L.			L	D. A. G. E. D	
	The	Consistent	<u>wno</u>	Teacher Level	PACER test	
	criterion for			 _ . _ .	component	
			•		of the	
	the	vascular			FITNESSGRAM	
	require	endurance			PACER for	
	ment is	activities			assessing	
	different for			. •	cardiovascular	
	the pretest			knowledge to drive	health	
	than the posttest.		-PLC Facilitator	future instruction.		
			-School Nurse			
				-Teachers maintain		
	Time			their assessments in		
	during the			the on-line grading		
	instructi			system.		
	onal day					
	for enough					
	outdoor					
	time for		<u>How</u>	-Teachers use the on-		
	children			line grading system		
			-PLC logs turned	and the IPT data		
			into administration.	to calculate their		
			Administration	students' progress		
			provides feedback.	towards the SMART		
				goals developed in		
				their PLC.		
			informal classroom			
			walk-throughs by	-Teachers chart		
				their students'		
				progress towards the		
				SMART goal, either		
			form which includes			
				averages (as decided		
				in the PLC)		
			-Evidence of		1	

 i	i -	i e	
	PLC/Team Level		
teachers' lesson			
	-PLC unit assessment		
	data will be recorded		
	in a class/subject-		
	specific PLC data		
	base (excel spread		
	sheet).		
-EET Formal	, ·		
Evaluations			
	-PLCs will review unit		
	assessments and		
	chart the increase		
(administration and			
	students reaching at		
	least 70% mastery on		
Observation Pop-In			
	units of mstruction.		
Form (EET tool)			
	 		
	-PLCs will calculate		
	the average unit		
	assessment score		
	for all their students		
	across the PLC per		
conferences.	class/subject		
	-PLC team will		
	determine how to		
	report and share data		
	with the Problem		
	Solving Leadership		
	Team, which the		
	facilitator will then do.		
	iaciiitatoi wiii tiieii do.		

-Data is used to identify effective activities in future lessons.		 · · · · · · · · · · · · · · · · · · ·	
activities in future lessons.		-Data is used to identify effective	
Leadership Team Level -The Problem Solving Leadership Team will Determine what specific data should be reported. -The Problem Solving Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
Level -The Problem Solving Leadership Team will Determine what specific data should be reported. -The Problem Solving Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
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-The Problem Solving Leadership Team will Determine what specific data should be reported. -The Problem Solving Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
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Determine what specific data should be reported. -The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
specific data should be reported. -The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month		Leadership Team will	
specific data should be reported. -The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month		Determine what	
be reported. -The Problem Solving Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
-The Problem Solving Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month		as reported.	
Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
Leadership Team determines and maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
determines and maintains a school-wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
maintains a school- wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
wide data system to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
to track student progress. -The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
-The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month			
Leadership Team will review assessment data for positive trends at a minimum of once a month		progress.	
Leadership Team will review assessment data for positive trends at a minimum of once a month			
Leadership Team will review assessment data for positive trends at a minimum of once a month			
Leadership Team will review assessment data for positive trends at a minimum of once a month		The Problem Solving	
review assessment data for positive trends at a minimum of once a month		Leadership Team will	
data for positive trends at a minimum of once a month			
trends at a minimum of once a month			
of once a month			
-The Problem Solving		or once a month	
-The Problem Solving			
-The Problem Solving			
		-The Problem Solving	

Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of once a month.	
-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers	

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

		2013 Expected Level :*			
number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health					
will be 75% of our students.					
	20.0/	750/			
	38 %	75%			

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

1.2.	1.2.	1.2.	1.2.	1.2.	
		L	L		
Time f		Who:	Teacher Level	Relevant collected data	
to fosi		P F Teacher	-Teachers reflect		
cardia		i .E. redeller	on lessons		
fitness		Principal	during the		
	during teacher		unit citing/		
	directed PE time.	PLC team leaders	using specific		
			evidence of learning and use		
			this knowledge		
		How:	to drive future		
			instruction.		
		-Steering Committee			
		and PLC Meeting			
		Minutes	-Teachers		
		-Walk-throughs	maintain their		
		Walk unoughs	assessments		
			in the on-line		
			grading system.		
			-Teachers use		
			the on-line		
			grading system		
			and the IPT data		
			to calculate		
			their students' progress		
			towards the		
			SMART goals		
			developed in		
			their PLC.		
			-Teachers chart		
			their students'		
		<u> </u>	progress		

	, , , , , , , , , , , , , , , , , , ,	
	towards	
	the SMART	
	goal, either	
	individually or	
	as averages (as	
	decided in the	
	PLC)	
	l ⊢ l	
	L	
	PLC/Team Level	
	-PLC unit	
	assessment data	
	will be recorded	
	in a class/	
	subject-specific	
	PLC data base	
	(excel spread	
	sheet).	
	-PLCs will	
	review unit	
	assessments	
	and chart the	
	increase in	
	the number	
	of students	
	reaching at least 70% mastery	
	on units of	
	instruction.	
	instruction.	
	-PLCs will	
	calculate the	
	average unit	

	assessment	
	score for all their	
	students across	
	the PLC per	
	class/subject	
	-PLC team	
	will determine	
	how to report	
	and share	
	data with the	
	Problem Solving	1
	Leadership	
	Team, which the	
	facilitator will	
	then do.	
	-Data is used to	
	identify effective	
	activities in	
	activities in	
	future lessons.	
	Leadership Team	1
	<u>Level</u>	1
	-The Problem	
	Solving	1
	Leadership Team	1
	will	
	Determine	
	what specific	1
	data should be	
		1
	reported.	

	-The Problem Solving Leadership Team determines and maintains a school-wide data system to track student progress.	
	-The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once a month	
	-The Problem Solving Leadership Team will review assessment data for trends indicating a need for more differentiated instruction at a minimum of	

			-The Problem Solving Leadership Team will use data to determine the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.		
1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 Please note that
each Strategy
does not require
a professional
development or PLC
activity.

activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/ Monitoring	Person or Position Responsible for
and/or PLC Focus		.,	(e.g., PLC, subject, grade			Monitoring
		and/or	level, or school-wide)	(e.g. , Early Release) and Schedules		
		PLC Leade	r	(e.g., frequency of meetings)		
Fitness/Cardio-	K-5	P.E.	Health and Fitness, K-5,	Monthly Steering	Attendance records	
vascular health		Teacher	school-wide	Committee meetings		
		Grade level PLC leaders			Requests for documents	
				Monthly Faculty Meetings	for participation of Walking Places program	

Monthly PLC meetings 4th Grading Period Check

Continuous Improvement Goal(s)

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

	· J · · · ·			9 9		5 - (- 5 (-	
Additional Goal(s)	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of school data, identify and	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
define areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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

1. Continuous	1.1.	1.1.	1.1.	1.1.	1.1.	
Improvement Goal						
	There is	SAC will	<u>Who</u>	The ad hoc committee		
		create an		will report to the		
	awareness	ad hoc	SAC Chairperson		School Climate	
	by	committee		and enons to recruit	and Perception	
	students'	to recruit		parent membersing	Survey data for 2013	
	parents of			on SAC.	2013	
			Principal			
		member				
	School	ship on				
	Advisory	our SAC.	L			
			Parent-School			
			Liaison			
		flyers, a				
	attendance	newsietter to be				
	at a meeting		<u>How</u>			
	might	monthly,	<u>поw</u>			
	benefit		SAC meeting			
	them.		attendance records			
		person				
		contact,				
		and posters				
		to display				
		in the				
		school.				

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

Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*			
On the 2011-2012 School Climate and Perception Survey for Parents, of the 106 students' parents who responded, 95% indicated that they have never attended a SAC meeting.					
During the 2012-2013 school year we would like to have 35% of the parents of our students attend at least one SAC meeting or SAC sponsored event.					
	5%	35%			

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

There is SAC will create an a lack of ad hoc committee awareness to publicize SAC Chairperson will report School Climate and SAC Chairperson will report School Climate and SAC Chairperson SAC Chairperson School Climate and SAC Chairperson School Climate and SAC Chairperson School Climate and Schoo	
a lack of ad hoc committee committee	
awareness to nublicize SAC Chairnerson will report School clillide and	
by SAC throughout to the SAC for 2013	
students the school and about methods	
parents, community, as well and efforts	
local as creating more Principal to publicize	
community publicity for the SAC and its	
representa SAC sponsored sponsored	
tives, and events. events.	
business Parent-School Liaison	
owners of This group will	
what the create posters to	
role of the display in public	
School places in the <u>How</u> SAC meeting	
Advisory community (of and event attendance	
Council meetings and SAC records	
(SAC) is, events), initiate	
and why person to person	
attendance contact of local	
at a business members,	
meeting generate a mailing	
might list, contact local	
benefit business owners	
them. to judge Tropicana	
Speeches, contact	
the newspaper to	
obtain coverage of	
the Egg Drop and	
Health/Wellness	
Fair events, and	
create a pamphlet	
describing the how	
participation in	
SAC can benefit a	
business owner.	

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

Grade Level/ Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

ITETT ITEMAII	<u>.g</u>					
A. Florida	A.1.	A.1.	A.1.	A.1.	A.1.	
Alternate						
Assessment:						
Students						
scoring						
proficient in						
proficient in						
reading (Levels						
4-9).						
Reading Goal A:	2012 Current	Expected				
	Level of Performance	l evel of				
	<u>*</u>	Performance:				
		<u>*</u>				
Enter narrative for the goal in this box.						
life goal in this box.						

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

	IN/A	We have less than 10 students in this category A.2.					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		B.1.	B.1.	B.1.	B.1.		

Reading Goal B: Enter narrative for the goal in this box.	<u>Level of</u> Performance	t2013 Expected Level of Performance:					
	IN/A	We have less than 10 students in this category					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		В.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?		
C. Students scoring proficient in Listening/Speaking.		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4		1.1.	1.1.	

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

CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
The percentage of students scoring proficient on the 2013 Listening/Speaking						
section of the CELLA will increase from 40% to 50%.						
	40%					
	Goal is 50%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

D. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Reading.	Γ	-	Γ	[Γ	
proficient in Reading.						
		See				
		Reading				
		ELL Goal				
		EC 4				
		5C.1,				
		5C.2, 5C.3				
		and 5C.4				
		aliu JC. T				
CELLA Goal #D:	2012 Current Percent of					_
	Students Proficient in Reading:					
	<u> </u>					
The percentage of						
students scoring						
proficient on the 2013						
Reading section of the						
CELLA will increase						
from 25% to 30%.						

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	25%					
	Goal is 30%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?		

E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
		See				
		Reading				
		ELL Goal				
		5C.1,				
		5C.2, 5C.3				
		and 5C.4				
CELLA Cool #E	2012 Current Percent of					
	Students Proficient in Writing:					
The percentage of students scoring						
proficient on the 2013 Writing section of the						
CELLA will increase from 24% to 26%.						
110111 24 /0 to 20 /0.						

24%					
Goal is 26%					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

	 		·		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Strategy	will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	

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Mathematics Goal F:	2012 Current Level of Performance *	2013 Expected Level of Performance:*					
IN/A							
	IN/A	We have less than 10 students in this category					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

	G.1.	G.1.	G.1.	G.1.	G.1.	
Alternate						
Assessment: Percentage of						
students making						
Learning Gains in						
mathematics.						
Mathematics	2012 Current Level of	2013 Expected Level of Performance:*				
Goal G:	Performance:	Performance:*				
	f					
N/A						

IN/A	We have less than 10 students in this category					
	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	Problem-			
Goals	Solving			
	Process			
	to			
	Increase			
	Student			
	Achievem			
	ent			

Deced on the suplusiant	Antiological	Ctuata	Fidality Obselv	Chuatamy Data Chast	Childent Evaluation Total	
Based on the analysis of student achievement data,	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
and reference to "Guiding	Daillei		MARILLE STORY			
Questions", identify and			fidelity be monitored?	How will the evaluation		
define areas in need of			indenty be monitored?	to determine the		
improvement for the				effectiveness of strategy?		
following group:	4.4	4.4				
	1.1.	1.1.	1.1.	1.1.	1.1.	
in the middle or upper						
third (proficient) in						
Geometry.						
Geometry Goal H:	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
N/A						

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		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	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
student achievement data,	Barrier						
and reference to "Guiding Questions", identify and			Who and how will the	How will the evaluation			
define areas in need of			fidelity be monitored?	tool data be used			
improvement for the				to determine the			
following group:				effectiveness of strategy?			
I. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
in the upper third on							
Geometry.							

N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.		2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle	Problem-			
and High Science				
Goals	Process			
	to			
	Increase			
	Student			
	Achievem			
	ent			

		İ				
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 be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).				J.1.	J.1.	
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						

IN/A	We have less than 10 students in this category					
	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 Achievem ent						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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V Ctudoute econing	1.1.	1.1.	1.1.	1.1.	1.1.		
	1.1.	l'·'·	1.1.	l'·'·	1.1.		
in the middle or upper							
third (proficient) in							
Biology.							
Biology.							
Biology Goal K:	2012 Current Level of Performance:*	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
N/A							
IN/A							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
	ļ	ļ	!	l .			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.	

Biology Goal L:		2013 Expected					
	<u>Level of</u> Performance:*	<u>Level of</u> Performance:*					
N. / A							
N/A							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

Writing Goals				
	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

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Based on the	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
analysis of student	Barrier			"	Tool	
achievement data, and reference to "Guiding			Who and how will the	How will the evaluation tool		
Questions", identify			fidelity be monitored?	data be used to determine		
and define areas in				the effectiveness of strategy?		
need of improvement						
for the following group:						
M. Florida	M.1.	M.1.	M.1.	M.1.	M.1.	
Alternate						
Assessment:						
Students scoring						
at 4 or higher in						
writing (Levels 4-						
9).						
'						
Writing Goal M:	2012 Current	2013 Expected				
	Performance:*	Performance:*				
NI/A						
	NI/A	We have				
N/A	Level of Performance:*	2013 Expected Level of Performance:* We have less than 10 students in this category				

	М.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)

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

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
	at varying skill levels of long-term investigations.	Students' science skills will improve through increased participation in long- term investigations.	<u>Who</u> Principal	Science investigations will be evaluated using a scoring rubric.	Science Investigations
		choose appropriate graphing methods	School Science Contacts		
	opportunities to	through increased participation in long-term investigations.	PLC meetings		
			<u>How</u>		
	time to dedicate to the completion of regular long-	Action Steps Teachers will utilize the Science Data	Classroom walk- throughs		
		Base to identify appropriate long-term investigations throughout the year.	PLC meeting minutes		
		School science contacts will keep teachers aware of the latest information and support available from the district.			

	Long-term science investigations will be a topic of the agenda for monthly PLC meetings. Teachers will discuss ideas and effectiveness of different long-term science investigations, as well as challenges and successes.			
1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

PD Content /Topic Grade Level/ Subject PD Facilitator Subject PD Facilitator Subject PD Facilitator Subject PD Facilitator Subject PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring Monitoring Person or Position Responsible for Schedules (e.g., Farly Release) and Or school-wide Or school-wide Or school-wide Of meetings)

End of STEM Goal(s)

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
opportunities and program selection prior to middle school. There will be an increase in the number of speakers who present for the annual Great American Teach-in, from 95 in 2011-2012		speakers at least two months prior to the Great American Teach-in event.	Who School's AP How		List of participants Thank-you letters to presenters from students
			participants in the GATI		
		Hold more follow-up conversations with students about career possibilities related to speakers they heard			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or **PLC Leader** (e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency

of meetings)

End of CTE Goal(s)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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		
Accountabilit y Status		
Priority	Focus	□Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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
Parent Involvement Goal 1.1 and Continuous Improvement Goal 1.2	Supplies (including food) to support a Health and Wellness Fair during Family Night on 3/22/2013	\$100	
	Clarifying details: Vendors included Target and Publix.		
Parent Involvement Goal 1.1 and Continuous Improvement Goal 1.2	Supplies (including food) Science Family Night on 10/23/2012)	\$100	
	Clarifying details: Vendors included Pizza Hut, Target, and Publix.		
Parent Involvement Goal 1.1 and Science Goal 1.1	Supplies to support the planting of a tree for Arbor Day in school-wide celebration	\$150	
	Clarifying details: Vendor will be Kerby's Nursery		
See Reading and Math Professional Development sections.	Teach Like a Champion, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility – Books used for book study to strengthen PLCs and Parent Communication	\$100	
Writing Goal 1.1	Supplies (including food) to support the annual Tropicana Speech Competition	\$10	
Science Goal 1.1 and Math Goal 1.1	Supplies to support the annual Egg Drop Competition	\$25	
Addressing all Goals and Strategies	Payment for School Improvement Coordinator	\$600	\$579.12
Final Amount Spent			