Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Bailey Elementary	District Name: Hillsborough
Principal: Amy L. Zilbar	Superintendent: Mary Ellen Elia
SAC Chair: Rebecca Thoms and Heather Knab	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)			Lowest			
Principal	Amy L. Zilbar	BS, MA	3	9	2011-2012 Grade C 2010-2011 Grade B 2009-2010 Grade B	Read: (3 ⁻ 56% 73% 71%	66pts 69% 61%	76% 53% 44%	Math: (3+) 42% 65%	(Gains) (47pts 60%	50% 56% 61%
Assistant Principal	Carol Mayo	BA,MA,EdS	3	6	2011-2012 Grade C 2010-2011 Grade B 2009-2010 Grade B	Read: (3-56% 73% 71%	66pts 69% 61%	76% 53% 44%	Math: (3+) 42% 65%	(Gains) (47pts 60%	50% 56% 61%

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 of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
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Area		Certification(s)	Years at Current School	an Instructional Coach	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Heather Knab	BS, MS in Reading, Certification in Elementary K-6, ESOL, Reading Endorsement	2	2	Read: (3+) (Gains) (Low 25%) Math: (3+) (Gains) (Low 25%) 2011-2012 Grade C 56% 66pts 76% 42% 47pts 50% 2010-2011 Grade B 73% 69% 53% 65% 60% 56%
Math	Kelly Brocato	BS in Elementary Ed, Certification in Elementary K-6 and ESOL	2	1	Read: (3+) (Gains) (Low 25%) Math: (3+) (Gains) (Low 25%) 2011-2012 Grade C 56% 66pts 76% 42% 47pts 50%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. Regular time for teacher collaboration	Principal	ongoing	
4. District Mentor Program	District Mentors	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly effective.	

There are currently seven staff members that are teaching out of
field in the area of ESOL. They are all highly qualified to teach
elementary education K-6.

Taking professional development classes to work towards completing ESOL Endorsement. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings. ESOL Resource teacher will observe and assist when requested.

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)).

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Те	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Во	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Te	1-5	6-	15+	th	ied	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Те	rtif	"
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Tea
tio		Exp	rs of	Exp	ced	her	ers	Те	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	
ff			nce		es			S	
49	6	45	43	12	6	10	4	2	86
	%	%	%	%	%	0	%	%	%
						%			
	(3	(22	(21	(6)	(3)		(2	(1	(4
	ì	ì	<u>)</u>			(4	ì	<u> </u>	(2)
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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amanda Newman	Amber Holmberg	Ms. Newman is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, coteaching, analyzing student work/data, developing assess ments, conferencing and problem solving.
Amanda Newman	Christina Hooks	Ms. Newman is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, coteaching, analyzing student work/data, developing assess ments, conferencing and problem solving.

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		i	
Amanda	Kylie Miller	Ms.	Weekly
Newman		Newman is	visits to
		a Mentor	include
		with EET	modeling,
		initiative.	co-
		She has	teaching,
		strengths in	analyzing
		the areas of	student
		leadership,	work/data,
		mentoring,	developing
		and	assess
		increasing	ments,
		student	conferen
		achievement.	cing and
			problem
			solving.
Amanda	Aviva Baker	Ms.	Weekly
Newman		Newman is	visits to
		a Mentor	include
		with EET	modeling,
		with EET initiative.	modeling, co-
		initiative.	co-
		initiative. She has	co- teaching,
		initiative. She has strengths in	co- teaching, analyzing
		initiative. She has strengths in the areas of	co- teaching, analyzing student
		initiative. She has strengths in the areas of leadership,	co- teaching, analyzing student work/data,
		initiative. She has strengths in the areas of leadership, mentoring,	co- teaching, analyzing student work/data, developing
		initiative. She has strengths in the areas of leadership, mentoring, and	co- teaching, analyzing student work/data, developing assess
		initiative. She has strengths in the areas of leadership, mentoring, and increasing	co- teaching, analyzing student work/data, developing assess ments,
		initiative. She has strengths in the areas of leadership, mentoring, and increasing student	co- teaching, analyzing student work/data, developing assess ments, conferen

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F		T = -	
Amanda	Annabelle	Ms.	Weekly
Newman	Leon	Newman is	visits to
		a Mentor	include
		with EET	modeling,
		initiative.	co-
		She has	teaching,
		strengths in	analyzing
		the areas of	student
		leadership,	work/data,
		mentoring,	developing
		and	assess
		increasing	ments,
		student	conferen
		achievement.	cing and
			problem
			solving.
Amanda	Lindsey	Ms.	Weekly
Newman	Coyne	Newman is	visits to
		a Mentor	include
		with EET	modeling,
		initiative.	co-
		She has	teaching,
		strengths in	analyzing
		the areas of	student
		leadership,	work/data,
		mentoring,	developing
		and	assess
		increasing	ments,
		student	conferen
		achievement.	cing and
			problem
			solving.

A 1	T 1/ 1	3.6	XX7 1.1
Amanda	Tara Vaughn	Ms.	Weekly
Newman		Newman is	visits to
		a Mentor	include
		with EET	modeling,
		initiative.	co-
		She has	teaching,
		strengths in	analyzing
		the areas of	student
		leadership,	work/data,
		mentoring,	developing
		and	assess
		increasing	ments,
		student	conferen
		achievement.	cing and
			problem
			solving.
Jennifer	MaryBeth	Ms. White	
White	McGaha	is a mentor	
		with the ESE	
		department.	
		She has	
		strengths in	
		the area of	
		leadership,	
		different	
		iation of	
		instruction,	
		IDEAS	
		laws, and	
		other IEP	
		paperwork	
		information.	

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, iii services provided by staff, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

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

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.

Title II

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

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
V. 1 D
Violence Prevention Programs
NA.
Nutrition Programs
Nutrition i rogidins
NA .
Housing Programs
NA .
Head Start
We utilize information from students in Head Start to transition into Kindergarten.
The desired mondered in front state to transition into remarkation.
Adult Education
Addit Education
NA
Career and Technical Education
Career and Technical Education
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations

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Other					\neg
Multi-Tiered System o	of Supports (MTSS) /R	Response to Instr	uction/Intervention	on (RtI)	
•	,, ,	•		,	
		School-Based	MTSS/RtI Team		

Identify the school-based MTSS Leadership Team.
The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes:
 Principal
• Assistant Principal
Guidance Counselor
 School Psychologist
• Social Worker
Academic Coaches (Reading Coach, Math Resource, Technology Resource)
ESE teacher
• Representatives from the PLCs for each grade level, K-5
SAC Chair
ELP Coordinator
• ELL Representative
• SES Facilitator
OSPD Facilitator
(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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

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

The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Extended Learning Programs during and after school
 - SES Tutoring Program from November 2011 through April 2012
 - o Intensive Math Interventions with the Math Resource Teacher
 - O Create, manage and update the school resource map
 - o Designated iii reading intervention block
 - o Create Common Planning times for Grade Levels K and 5, additional common planning time may be scheduled after school for grades 1-4.
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:

- o Implementation and support of PLCs
- o Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
- o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- o Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Daily 5 Program, Differentiated Instruction)
- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks through report card review sessions.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas), the reading coach, the math resource teacher, the ESOL resource teacher, and the ESE Specialist.
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The Co-Chairs of SAC are members of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-2013 school year.
- The Co-Chairs presented SIP Plan Data and asked for Professional Development Needs to the staff and PSLT during pre-planning in the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/
 Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.

	Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.		
-	Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.		
Highly Functional		Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.		

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and collateral data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - o develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

- o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- o assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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.

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible	
FCAT released test	School Generated Excel Database	Reading Coach, Math Coach	
Baseline and Midyear District Assessments	Scantron Achievement Series	PSLT, PLCs, individual teachers	
	Curriculum Data Folder		
Subject-specific assessments generated by District-level Subject Supervisors in	Scantron Achievement Series	PSLT, PLCs, individual teachers	
Reading, Math, Writing and Science	Curriculum Data Folder		
Program Generated Assessments	Software (Waterford, iStation, Fasttmath)	Individual teachers	
FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator	
	Curriculum Data Folder		
CELLA	Sagebrush (IPT)	ELL PSLT Representative	
Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources	Curriculum Data Folder	Individual teachers, PSLT	

Mini-Assessments on specific tested	Curriculum Data Folder	Individual teachers	
Benchmarks			

- *A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring		
Extended Learning Program (ELP) * (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator		
SES Tutoring Program	SES Department Database	Heather Knab/Reading Coach		
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach		

	Ongoing assessments within Intensive	Database provided by course	PSLT/PLC/Individual Teachers	
	Courses	materials (for courses that have one),		
		School Generated Database in Excel		
	Other Curriculum Based	School Generated Database in Excel	PSLT/PLCs	
	Measurement** (see below)			
ı	(230 0000)			
				i

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

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

The Teacher Training Modules, as posted under the RtI Icon, were delivered to faculty members over the course of several faculty meetings during the 2010-2011 school year. PSLT members who attended the district level RtI trainings and/or the end of the 2011-2012 school year training session served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's RtI Committee develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions. as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

The Leadership Committee will be given weekly updates on the progress through PLC meetings and feedback. The Leadership Committee will also be meeting with smaller grade level groups once a month through side-line chats to answer questions on differentiation, curriculum, RTI, PLCs, and other academic related concerns that teachers may have. The Leadership Committee will also be allowing the grade levels to decide how to spend additional ELP funds in a way that would best fit their grade level needs based on intervention tiers, RTI needs, and enrichment needs for all levels of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT).
The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:
 Principal
Assistant Principal
Reading Coach
Media Specialist
ELL Resource Teacher
Grade Level Representatives
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Implementation and consistent use of Daily Five Reading Program, including the "I Pick" strategy for good readers
- Professional Development with a focus on Creating a Positive Classroom Environment to help in creating a safe learning environment through Conscious Discipline.
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.)

This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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	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 in						
reading (Level 3-5).	-Not all	Students'	Who_			
reading (Level 3-3).		comprehension	WHO			
	same course	of course content/	-Principal	Teacher Level	FAIR	
		standards increases				
	giving the		-AP	-Teachers reflect on lessons		
	same common	use of data to	111	during the unit citing/using	DR A	
	assessment at		-Instruction Coaches	specific evidence of learning	DRA	
	the end of the	Specifically,		and use this knowledge to		
	instructional	teachers use <u>C-</u>	-Resource Teachers	drive future instruction.		
	cycle.	CIM (Core			Running Records	
		Continuous	Peer and Mentor	-Teachers maintain their		
	-Lack of	Improvement	Evaluators	assessments in the on-line		
	common	Model) with		curriculum data folders.	Grade Level Common	
	planning time	core curriculum			Assessments	
	to discuss best			-Teachers use the on-line	Assessments	
		Differentiated	How	curriculum data folders to		
	the unit of	Instruction		calculate their students'		
	instruction.	(DI) as a result		progress towards the	Teacher Observation	
		of the common	into administration.	SMART Goal developed in		
	-Lack of	assessments to	Administration	their PLC.		
	common	ensure the mastery	provides feedback.		Formative Reading	
	planning time	of essential skills.		-Teachers chart their	Assassments	
	to identify and		E viacince of strates;	students' individual progress		
	analyze core	L	in teachers' lesson	towards the SMART Goal.		
	curriculum		plans seen during			
	assessments.	Action Steps	administration walk-	PLC Level		
			throughs.	**		
	-Lack of	Plan		-Using the individual teacher		
	planning time		-EET formal	data, PLCs calculate the		
	to analyze data	Planning/PLCs	evaluations	SMART goal data across all		
	to identify best	Before the Lesson		classes.		
	practices.		-EET Pop-Ins (Admin	For each along/agurga		
		-PLCs identify the	and Peer/Mentor)	- For each class/course, PLCs chart their overall		
	- Need	essential skills and		progress towards the		
	additional	learning targets	LL I TOTTIMI	SMART Goal.		
	training to	for the upcoming	poser vacions (riamini	SMAKT Goal.		
	implement	unit of instruction.	and Peer/Mentor)	-After each assessment,		
	effective PLCs.	PLCs answer the	EET in farmer 1	PLCs will ask the following		
	Toogham	question, "What do	-EET informal observation(Admin and			
	- Teachers	we want students		questions.		
	at varying	to learn?" (EET	Peer/Mentor)	1. How are we using data to		
	levels of	Rubric 1e, 4d)	Sahaal bagad informal	inform our instruction?		
	implementation	l.	FSC11001-based informat	ngorm our memberaettom.		

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of	walk-through	form		
	-PLCs identify which include			
1		strategies. implementation are we		
	assessment for the	facing and how will we		
	upcoming unit of	address them?		
and high	instruction. PLCs	adaress them?		
		2 T		
	are answering the	3. To what degree are we		
	question, "How do we know if	making progress towards our SMART goal?		
		our SMART goal?		
	they have learned it?" Specifically,	4. Are there skills that need		
	PLCs reflect on	to be re-taught in a whole		
	the following	lesson to the entire class?		
	questions:	5. Are there skills that need		
	Doggatha			
	Does the	to be re-taught as mini-		
	assessment match the intended	lessons to the entire class?		
		6. Are there skills that need		
	essential learnings and learning			
	targets?(EET	to re-taught to targeted students?		
	Rubric 1f)	students?		
	Kubric 1j)	7. How do we report and		
	Are we going to	share our results with the		
	use an assessment	Leadership Team?		
	from our adopted	Leadership Team:		
	content materials?			
	Will we use all the			
	questions? Will	Leadership Team Level		
	we drop some of	Leadership Team Level		
	the questions?	-PLC facilitator shares data		
	Do we need to	with the Problem Solving		
	add additional	Leadership Team.		
	questions?	Leadership Team.		
	questions:	-Data will be used to plan		
	If using a rubric,	for future supplemental		
	have we come to	instruction.		
1	consensus what	indi donon.		
	each level of the			
	rubric looks like?			
	in the total time.			
	How will we			
	explain to students			
	what they are			
	expected to			
	emperior to			

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learn in order			
to demonstrate			
mastery on the			
assessment? How			
will we explain			
to students the			
performance			
standards by which			
their learning will			
be evaluated?			
How will we			
involve the student			
in self-assessment			
and monitoring?			
and monitoring:			
How will we			
collect and track			
end-of-unit			
assessment data in			
order to evaluate			
student growth?			
Student growth?			
(EET Rubric 1f,			
4d).			
DI C			
-PLCs write a			
SMART goal for			
the upcoming unit			
of instruction.			
-As a Professional	1		
Development			
activity in their	1		
PLCs, teachers plan			
for Differentiated	1		
Instruction using	1		
data from previous			
assessments to	1		
guide student			
groupings.			
	1		
	1		
		I	

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Do/Check		
Teachers in the		
reachers in the		
<u>Classroom</u>		
-PLC teachers		
instruct students		
using the core		
curriculum,		
incorporating		
effective strategies		
and Differentiated		
and Differentiated		
Instruction		
activities discussed		
at their PLC		
meetings.		
-At the end of		
the unit, teachers		
give a common		
assessment		
identified from the		
core curriculum		
material. (EET		
Rubric 3d)		
Check/Act		
<u>Teachers/PLCs</u>		
after the Common		
<u>Assessment</u>		
-Teachers bring		
assessment data		
back to the PLCs.		
(EET Rubric 3d,		
4d)		
T ^u)		
Deced on the data		
-Based on the data,		
teachers reflect on		
their own teaching.		
(EET Rubric 4a)		

	-Based on the data,
	teachers discuss
	Differentiated
	Instruction
	strategies that were
	effective. (EET
	Rubric 4a, 4d)
	Number 44, 40)
	-Based on the data,
	teachers a) decide
	what skills need
	what skills need
	to be re-taught in
	a whole lesson to
	the entire class, b)
	decide what skills
	need to be moved
	to mini-lessons
	for the entire class
	and c) decide what
	skills need to re-
	taught to targeted
	students. (EET
	Rubric 1b and 1c)
	-PLCs discuss
	Differentiated
	Instruction
	strategies for
	re-teaching and
	enrichment of
	essential skills.
	CSSCHUAL SKIIIS.
	DI Ca diamos
	-PLCs discuss
	how the data
	will be used to
	Differentiate
	Instruction during
	the initial teaching
	of the upcoming
	lesson.
	-After the
	assessment,
	teachers provide
	Pearwise Provide

timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)		
Throughout the school year, teachers participate in faculty quarterly updates of data to review our progress towards the SIP goals where teachers showcase effective C-CIM and DI strategies to continue moving towards meeting our goals.		

Reading Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
In grades 3-5, the percentage of Standard Curriculum students scoring a level 3 or higher on the 2012 FCAT Reading will increase from 56% to 73%.					
1A: At the end of the year, 80% of all kindergarten students will score a level of 4 or higher on the DRA2.					
1B: At the end of the year, 80% of all 1st grade students will score a level of 18 or higher on the DRA2.					
1C: At the end of the year, 80% of all 2 nd grade students will score a level of 28 or higher on the DRA2.					

56%	73%			
(194)	(237)			

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	1.2	1.2	1.2	1.2	1.2.
	1.4	1.4	1.4	1.4	1.4.
	 Teachers at 		<u>Who</u>	Teacher Level	3 x per year.
	varying skill levels			<u> </u>	
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		-Principal	-Teachers reflect on	-FAIR
	model.	comprehension		lessons during the unit	_
			-AP	citing/using specific	
	- Teachers'	standards increases		evidence of learning and	
	implementation of	through teacher's	-Reading Coach	use this knowledge to	
	the FCIM model	use of data to inform		drive future instruction.	F
	is not consistent	instruction. Specially,	-Peer and Mentor Evaluators	<u> </u>	During Grading Period
	across language	teachers use on-going		-Teachers maintain their	During Grading Fortou
	arts and reading	progress monitoring	_	mini assessments in the	-Mini assessment data
	courses.	data (FCAT, district	L.	on-line grading system.	TVIIII assessiiiciit uata
		formative assessments,	<u>How</u>		
	- Lack of common	baseline, mid-year,		-Teachers use the on-line	
	planning time to	nine week assessments,	PLC logs turned	grading system data to	
	develop/identify		into administration.	calculate their students'	
	PLC based mini		Administration provides	progress towards 80%	
	lessons and mini		feedback.	mastery of skills.	
	assessments	to plan and deliver			
	(using curriculum		-Evidence of strategy in	-Teachers chart their	
	based materials)		teachers' lesson plans seen	students' individual	
	geared toward on-		during administration walk-	progress through Data	
	going progress	L	throughs.	Walls both visible in	
	monitoring.			their classrooms, student-	
		Action Steps	-EET formal evaluations	led, and also data to	
	- Lack of common			be discussed in PLC's,	
	planning time to		-EET Pop-Ins (Admin and	Math Data Folders, and	
	analyze mini lesson		Peer/Mentor)	other individual progress	
	data.	Planning/ PLCs Before		monitoring systems.	
		the Lesson	EET formal observations		
	- Lack of		(Admin and Peer/Mentor)		
	understanding of	- PLCs identify			
	when and how to	essential tested skills/	-EET informal	PLC Level	
		standards/benchmarks	observation(Admin and		
	_	for their students that	Peer/Mentor)	-Using the individual	
	District pacing	need reinforcement		teacher data, PLCs	
	guide.	and/or remediation.	-School-based informal	calculate the 80% mastery	1
		(EET Rubric 1b, 1c,	walk-through form which	data across all classes/	
	- Finding	4a 4d)	includes the school's SIP	courses for each mini	
	appropriate text to	, ·w,	strategies.	assessment.	
		Teachers discuss			
	and assessments.	how to correlate mini	L	- For each class/course,	
	and assessments.	now to correlate mini		,	

lessons with core	PLCs chart their overall
curriculum.	progress towards the
	SMART Goal.
- Based on the data,	
PLCs develop a one-	-After each assessment,
two week projected	PLCs will ask the
timeline/calendar for	following questions:
teaching the essential	
skills and/or standards	1. Are there skills that
covered in the core	need to be re-taught in a
curriculum. (EET	whole lesson to the entire
Rubric 1b, 1e, and 4d)	class?
1	
-As a Professional	2. Are there skills that
Development activity	need to be re-taught as
in their PLCs, teachers	mini-lessons to the entire
identify (using	class using a different
District resources and	teaching technique?
curriculum resources)	
and/or develop mini	3. Are there skills that
lessons and mini	need to re-taught to
assessments for	targeted students?
benchmarks. PLCs will	J
use a combination of	4. How do we report and
District and school-	share our results with the
generated mini lessons	Leadership Team?
and mini assessments.	Deductions Product.
(EET Rubric 1e, 1d,	
1f, 4d)	
[11, 4u)	Leadership Team Level
-Teachers discuss	Leadership Team Level
	-PLC facilitator will share
strategies for teaching	
the mini lessons.	data with the Problem
	Solving Leadership
	Team.
Do/Olegals	
Do/Check	
<u>Teachers in the</u>	
Classroom	
-Teachers implement	
the mini lessons and	
mini assessments to the	
whole group or targeted	

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	students.		
l l	Check/Act		
1 · · · · · · · · · · · · · · · · · · ·	CHECNACI		
l I	Teachers/PLCs after		
<u>t</u>	the Mini-Assessments		
I	Teachers bring		
	assessment data back		
	to the PLCs. (EET		
l li	Rubric 4d)		
l l			
	Based on the data,		
l [eachers reflect on their		
	own teaching. (EET		
	Rubric 4a)		
ľ	Kubric 4a)		
	A D C : 1		
l t	As a Professional		
l l	Development activity		
į į	n their PLCs, teachers		
l l	use the mini assessment		
l k	data and classroom		
l la	assessments to adjust		
l lt	the mini-lesson		
l t	timeline/calendar.		
	-If needed		
	Differentiated		
	Instruction mini-		
	lessons/assessments		
	are given to targeted		
	students as Tier 1		
	interventions.		
l "	interventions.		
	·Based on mini		
į į	Dascu OII IIIIIII		
	assessment data, skills		
	are moved to a re-		
j t	teaching or enrichment		
	schedule. (EET		
ין ו	Rubric 1b, 3c, 3e, 4d)		
l l	After the assessment,		
l lt	teachers provide timely		
 			

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feedback and students use the feedback to enhance their learning. (EET Rubric 3d)	
Whole Faculty -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM and DI strategies.	

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1.3	[1.3	1.3	1.3	1.3
			Who	Teacher Level	2x per year
		of this strategy is to			
		strengthen the core	-Principal		-FAIR Vocabulary
		curriculum. Students'			Assessment, K-2
robus			-AP	PLC Level	
		and use will increase	D 41 C 1	DI C	
		through use of the 5-day Vocabulary		PLCs will review	2
				evaluation data at weekly	<u>bx per year</u>
		and Daily 5 program Instructional Routine	-Reading Resource	PLC meetings	EAID on soins and some
			Teacher		-FAIR on-going progress monitoring tool (Scaffolded
	ctively teaching	which includes.	reacher	–	Discussion Templates)
		time specified daily	-PLC Facilitators	Leadership Team Level	Discussion Templates)
		for work on vocabulary		Leadership Team Level	
		that is embedded in text		PLC facilitator will share	
the d	netionary.	mat is embedded in text			During grading period_
-Teac	chers may	activities that include		Solving Leadership	<u>sump guama paneu</u>
		all learning modalities			-Students' written responses
	entify the		-PLC logs turned		reflecting use of vocabulary
					taught
			Administration provides	Team will review	
vocal	bulary lesson.	ike a workshop	feedback.		-Students' writing samples
					reflecting use of vocabulary
	L	_			taught.
				grading period.	
	4		Vocabulary Instructional		- Increased reading
			Routine		comprehension percentage
		-Administer teacher			in FAIR
		raining/resource	-Evidence of strategy in		III I AXIX
		needs assessment to	teachers' lesson plans seen		
	ľ	uetermine support plan.	during administration walk- throughs.		
	L	Schedule training and	unougns.		
		olan for resources.	-EET formal evaluations		
	ľ	Jan 101 1050u1005.	EET TOTTIME CVARACTORS		
	ļ.	Grade level PLCs	-EET Pop-Ins (Admin and		
			Peer/Mentor)		
		consensus regarding			
		progress monitoring/	-EET formal observations		
		evaluation tools for	(Admin and Peer/Mentor)		
	ļr	measuring vocabulary.			
			-EET informal		

		observation(Admin and		
	meet to decide on Tier	Peer/Mentor)		
	2 words to use for the	1		
		-School-based informal		
		walk-through form which		
	lessons.	includes the school's SIP		
		strategies.		
	implementation of			
	the 5-day Vocabulary	- Reading Coach will model		
	Instructional Routine,	and observe Daily Five		
	using Tier 2 words.	strategies being used in the		
	doing 1101 2 Words.	classroom.		
	-Grade level	01435100111.		
	PLCs reconvene			
	after 2 weeks to			
	discuss progress of			
	implementation.			
	-As a Professional			
	Development activity			
	in their PLCs,			
	teachers discuss the			
	5-day Vocabulary			
	Instructional Routine			
	implementation.			
	-Assess students with			
	identified progress			
	monitoring tools			
	monthly. Bring			
	assessment data to			
	PLC for comparison.			
	Identify trends and			
	design lessons to target			
	instruction.			
	-PLCs record their			
	work in the PLC logs.			
	work in the LC 10gs.			
]]				
	- Implement Daily 5			
	strategy into reading			
	program through			
	creating a structured			
	reading experience,			

			book bags, and opportunities for reading choice. Implement literature circles for enrichment strategies Work on reciprocal teaching stems Participate in SES Tutoring program (where applicable)			
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 reading.						
Levels 1 of 6 in reading.						
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
Reading Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	of Performance: *				
Enter narrative for the goal in this						
box.						
1 25 3						
In grades 3-5, the						
percentage of standard						
curriculum students scoring						
a 4 or higher on the FCAT Reading will increase from						
26% to 36%.						
	0.60.4	2.60/				
	26%	36%				
	(0.0)	 				
	(90)	(117)				

1		2.2.	2.2.	2.2.	2.2.	2.2.	
			1	l			
		See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
		2.3	2.3			2.3	
		[F		[
		See 1.3	See 1.3	See 1.3	See 1.3	See 1.3	
		SCC 1.3	SCC 1.3	SCC 1.3		Scc 1.5	
					Student Evaluation Tool	l	
1						l	
1							
1						l	
						l	
1						l	
Dogad on the analysis of teldent		Stuatogy	Fidality Charle	Stratagy Data Charle			
Based on the analysis of student		Strategy	Fidelity Check	Strategy Data Check		l	
achievement data, and reference			L	L			
to "Guiding Questions", identify	Anticipated		Who and how will the	How will the evaluation tool			
and define areas in need of	Barrier		fidelity be monitored?	data be used to determine the		l	
improvement for the following				effectiveness of strategy?			
group:				1		l	
group.							

	3.1.	3.1.	3.1.	3.1.	3.1.	
students making Learning Gains in reading.						
	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
Reading Goal #3:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	of refformance.				
Enter narrative for the goal in this						
box.						
In grades 3-5, the points earned						
from All Curriculum students making learning gains on the 2012 FCAT Reading will increase from 66 to 70.						
66 to 70.						

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	66	70					
				3.2. See 1.2		3.2. See 1.2	
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student	Anticipated	See 1.3 Strategy	See 1.3 Fidelity Check	See 1.3 Strategy Data Check	See 1.3 Student Evaluation Tool	See 1.3	
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation 1001		

	4.1.	4.1.	4.1.	4.1.	4.1.	
students in Lowest 25%						
making learning gains in reading.						
reading.	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
Reading Goal #4:	2012 Current Level of	2013 Expected Level of Performance:*				
	Level of Performance:*	of Performance:*				
Enter narrative for the goal in this box.						
In grades 3-5, the percentage of Al Curriculum students in the bottom	l.					
quartile making learning gains on the 2012 FCAT Reading will increase from 76% to 80%.						
increase from 76% to 80%.						

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

		80%					
	(263)	(260)					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
		4.3	4.3.	4.3.	4.3.	4.3.	
		See 1.3	See 1.3	See 1.3	See 1.3	See 1.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		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%.	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1		

Reading Goal #5:				
_				
In the following subgroups, the gap of students not scoring satisfactory on their FCAT reading will decrease by 50% over the next 6 years. The below breakdown will describe what the school will work towards each year to help close this achievement gap:				
White: 39% x 50% = 19.5/6= 3.25% annually				
Black: 46% x 50% = 23/6 = 3.8% annually				
Hispanic: 53% x 50% = 26.5/6 = 4.4% annually				
Asian: NA				
American Indian: NA				
ELL: 66% x 50% = 33/6= 5.5% annually				
SWD: 71% x 50% = 35.5/6= 5.9% annually				
Econ Dis: 53% x 50%= 26.5/6= 4.4% annually				

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making					5A.1. See 1.1	
satisfactory progress in reading.	560 1.1	Sec 1.1	Sec 1.1	Sec 1.1	Sec 1.1	

Reading Goal #5A:	2012 Current	2013 Expected Level			
Reading Goal #3A.	Level of	of Performance:*			
	Performance:*	of refrontiance.			
	r criormance.				
Enter narrative for the goal in this					
box.					
In 2012-2013, the					
percentage of students					
percentage of students					
scoring a 3 or higher					
on FCAT Reading will					
increase by the following					
numbers:					
numbers.					
White: 64 to 65%					
Black: 54 to 59%					
Diack. 34 to 39%					
Hispanic: 47 to 52%					
Asian: NA					
1 151dii. 1 17 1					
l					
American Indian: NA					
	White: 61%	White: 65%			
	D1 1 540/	D1 1 500/			
	Black: 54%	Black: 59%			
	Hispanic:	Hispanic: 52%			
	47%	1			
		Asian: N/A			
		ASIAII. IN/A			
	Asian: N/A				
		American Indian:			
	American	N/A			
	Indian: N/A	["			
	muian. N/A				

		5A.2.	5A.2	5A.2	5A.2	5A.2	
		See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
		See 1.3	See 1.3	See 1.3	See 1.3	See 1.3	
Based on the analysis of student 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		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.			5B.1. See 1.1	5B.1.		
	See 1.1	See 1.1					

Reading Goal #5B:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*	or r ciromanee.					
Enter narrative for the goal in this							
box.							
In 2012-2013, the							
percentage of economically disadvantaged students							
scoring a 3 or higher on							
the FCAT Reading will increase from 47 to 52%.							
	47%	52%					
	T / /U	<i>32 / 0</i>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		JB.2.	DB.2.	DD.2.	JB.2.	JB.2.	
		See 1.2	See 1.2	See 1.2	See 1.2		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		0 12	0 12	0 12	0 12		
		See 1.3	See 1.3	See 1.3	See 1.3		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify	Barrier		Who and how will the	How will the evaluation tool			
and define areas in need of improvement for the following			fidelity be monitored?	data be used to determine the effectiveness of strategy?			
subgroup:				or sualogy.			

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5C. English Language	1.1.	1.1.	1.1.	1.1.		1.1	T T
	1.1.	1.11.	1.1.	I	•	1.1	
Learners (ELL) not			L.,,				
making satisfactory	-Not all		<u>Who</u>				
progress in reading.		comprehension		Tanahan Lausi			
	same course		-Principal	<u> Teacher Level</u>	•	FAIR data	
	give the same	standards increases		T 1 0 . 1			
	common		-AP	-Teachers reflect on lessons	•	County Reading	
	assessment at	use of data to		during the unit citing/using		Formative	
	the end of the			specific evidence of learning		Assessments	
	instructional	Specially, teachers		and use this knowledge to			
	cycle.	use C-CIM (Core	-Resource Teachers	drive future instruction.	•	DRA	
		Continuous				Assessments	
	-Lack of	Improvement	-Subject Area Leaders/	-Teachers maintain their			
	common	Model) with	Department Heads	assessments in the on-line			
	planning time	core curriculum	1 ^	curriculum data folders.			
		and provide	-Peer and Mentor				
		Differentiated	Evaluators	-Teachers use the on-line			
	the unit of	Instruction		curriculum data folders to			
	instruction.	(DI) as a result		calculate their students'			
		of the common	Γ	progress towards the			
	-Lack of	assessments to	How	SMART Goal developed in			
	common	ensure the mastery		their PLC.			
	planning time		-PLC logs turned				
	to identify and	or coscillar silling.	into administration.	Teachers chart their			
	analyze core		Administration	students' individual progress			
	curriculum	┢	provides feedback.	towards the SMART Goal.			
	assessments.	Action Steps	provides recusues.				
	assessificates.	rection Steps	-Evidence of strategy	PLC Level			
	-Lack of	Plan	in teachers' lesson				
	planning time	riaii	plans seen during	-Using the individual teacher			
	1 1 1	L	administration walk-	data, PLCs calculate the			
	to identify best	Planning/PLCs	throughs.	SMART goal data across all			
	practices.	Before the Lesson	imoughs.	classes.			
		l	-EET formal				
	- Need	- Teachers will use	evaluations	- For each class/course,			
	additional	A+ Rise ESOL	Cranadions	PLCs chart their overall			
	training to	Strategies	-EET Pop-Ins (Admin	progress towards the			
	implement		and Peer/Mentor)	SMART Goal.			
	effective PLCs.	- ESOL Strategy	and recipivientor)				
	Literate i Les.	Checklist	-EET formal	-After each assessment,			
	- Teachers	implemented in	observations (Admin	PLCs will ask the following			
	at varying	their daily lesson		questions:			
	levels of	plans	1 001/141011101	<u> </u> ^			
			-EET informal	1. How are we using data to			
	of	-PLCs identify the	observation(Admin and	inform our instruction?			
	O1		Cosci vation(2 tallilli alla				

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

Differentiated	essential skills and Peer/Mentor)			
		2 117		
Instruction	learning targets	2. What barriers to		
(both with the		implementation are we		
	g unit of instruction. walk-through form	facing and how will we		
and high	PLCs answer the which includes the	address them?		
performing	question, "What do school's SIP strategies.			
students).	we want students	3. To what degree are we		
	to learn?" (EET	making progress towards		
	Rubric 1e, 4d)	our SMART goal?		
	, ,			
	-PLCs identify	4. Are there skills that need		
	the common	to be re-taught in a whole		
	assessment for the	lesson to the entire class?		
	upcoming unit of	lesson to the entire class:		
	instruction. PLCs	5. Are there skills that need		
	are answering the	to be re-taught as mini-		
	question, "How	lessons to the entire class?		
	do we know if	L		
	they have learned	6. Are there skills that need		
	it?" Specifically,	to re-taught to targeted		
	PLCs reflect on	students?		
	the following			
	questions:	7. How do we report and		
		share our results with the		
	Does the	Leadership Team?		
	assessment match	,		
	the intended			
	essential learnings			
	and learning	Leadership Team Level		
	targets?(EET	Leadership Team Level		
	Rubric 1f)	-PLC facilitator/ Subject		
	Kuoric 1j)			
	1	Area Leader/ Department		
	Are we going to	Heads shares data with the		
	use an assessment	Problem Solving Leadership		
	from our adopted	Team.		
	content materials?			
	Will we use all the	-Data will be used to plan		
	questions? Will	for future supplemental		
	we drop some of	instruction.		
	the questions?	1		
	Do we need to			
	add additional			
	questions?			
	7			
	If using a rubric,			
	ij using a ruoric,	l .		

	have we come to		
	consensus what		
	each level of the		
	rubric looks like?		
	ruoric tooks tike?		
	How will we		
	explain to students		
	what they are		
	expected to		
	learn in order		
	to demonstrate		
	mastery on the		
	assessment? How		
	ussessment: 110w		
	will we explain		
	to students the		
	performance		
	standards by which		
	their learning will		
	be evaluated?		
	How will we		
	involve the student		
	in self-assessment		
	and monitoring?		
	and monitoring:		
	How will we		
	collect and track		
	end-of-unit		
	assessment data in		
	order to evaluate		
	student growth?		
	(EET Rubric 1f,		
	4d).		
	1		
	-PLCs write a		
	SMART goal for		
	the upcoming unit		
	of instruction.		
	-As a Professional		
	Development		
	activity in their		
	PLCs, teachers plan		
L	F =, vene p		

	<u> </u>	 	
	for Differentiated		
	Instruction using		
	data from previous		
	assessments to		
	guide student		
	groupings.		
	Do/Check		
	<u>Teachers in the</u>		
	Classroom		
	- Heritage		
1	Language		
I	strategies used		
	to differentiate		
	1 1		
	lessons and		
	assessments		
	-PLC teachers		
	instruct students		
	using the core		
	curriculum,		
	incorporating		
	effective strategies		
	and Differentiated		
	Total of the second		
1	Instruction		
I	activities discussed		
1	at their PLC		
I	meetings.		
1			
	-At the end of		
1	the unit, teachers		
1	give a common		
	assessment		
I	identified from the		
	core curriculum		
1	core curriculum		
1	material. (EET		
1	Rubric 3d)		
1			
I			
1			
•			

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

 		,
Check/Act		
Tamahann/DLCa		
<u>Teachers/PLCs</u>		
after the Common		
<u>Assessment</u>		
-Teachers bring		
assessment data		
back to the PLCs.		
(EET Rubric 3d,		
4d)		
-Based on the data,		
teachers reflect on		
their own teaching.		
(EET Rubric 4a)		
(1111111111111111111111111111111111		
-Based on the data,		
teachers discuss		
Differentiated		
Instruction		
strategies that were		
effective. (EET		
Rubric 4a, 4d)		
-Based on the data,		
teachers a) decide		
what skills need		
to be re-taught in		
a whole lesson to		
the entire class, b)		
decide what skills		
need to be moved		
to mini-lessons		
for the entire class		
and c) decide what		
skills need to re-		
taught to targeted		
students. (EET		
Rubric 1b and 1c)		
-PLCs discuss		
Differentiated		
Instruction		
strategies for		

	re-teaching and			
	enrichment of			
	essential skills.			
	-PLCs discuss			
	how the data			
	will be used to			
	Differentiate			
	Instruction during			
	the initial teaching			
	of the upcoming			
	lesson.			
	-After the			
	assessment,			
	teachers provide			
	timely feedback			
	and students use			
	the feedback to			
	enhance their			
	learning. (EET			
	Rubric 3d)			
	rabile buy			
	Whole Faculty			
	Whole Puculy			
	-Throughout			
	the school year	1		
	the school year,			
	teachers participate			
	in faculty SIP			
	Reviews where			
	teachers showcase			
	effective C-CIM			
	and DI strategies.			
l	1		I	

Reading Goal #5C:		2013 Expected Level			
		of Performance:*			
	Performance:*				
Enter narrative for the goal in this					
box.					
In 2012-2013, the					
percentage of ELL students					
scoring a 3 or higher on					
the FCAT Reading will					
increase from 34 to 41%.					
	34%	41%			
)4 70	41 70			

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

12	1 2	h 2	1 2	1.2	$\overline{}$
- 1.2	1.2	1.2	1.2	1.2.	
- Teachers at	Strategy	<u>Who</u>	<u> Teacher Level</u>	3 x per year.	
varying skill levels					
with the FCIM		-Principal	-Teachers reflect on	-FAIR_	
model.	comprehension		lessons during the unit		
	of course content/	-AP	citing/using specific		
- Teachers'	standards increases		evidence of learning and		
implementation of	through teacher's	-Reading Coach	use this knowledge to		
the FCIM model	use of data to inform		drive future instruction.	-	
is not consistent	instruction. Specially,	-Subject Area Leaders/		During Grading Period	
across language	teachers use on-going	Department Heads	Teachers maintain their	During Grading Period	
arts and reading	progress monitoring		mini assessments in the	Mini aggaggment data	
courses.	data (FCAT, district	-Peer and Mentor Evaluators	on-line grading system.	-Mini assessment data	
	formative assessments,	ĺ			
- Lack of common	baseline, mid-year,	L	-Teachers use the on-line		
planning time to	nine week assessments,		grading system data to		
develop/identify	semester exams,	<u>How</u>	calculate their students'		
PLC based mini	curriculum assessments		progress towards 80%		
lessons and mini		-PLC logs turned	mastery of skills.		
assessments	to plan and deliver	into administration.			
(using curriculum		Administration provides	-Teachers chart their		
based materials)	assessments (F-CIM).	feedback.	students' individual		
geared toward on-			progress.		
going progress	L	-Evidence of strategy in			
monitoring.		teachers' lesson plans seen			
	Action Steps	during administration walk-			
- Lack of common		throughs.	PLC Level		
planning time to	Plan	l	L., , , , , , , ,		
analyze mini lesso	า	-EET formal evaluations	-Using the individual		
data.	Planning/ PLCs Before	l	teacher data, PLCs		
	the Lesson	FEET Pop-Ins (Admin and	calculate the 80% mastery		
- Lack of		Peer/Mentor)	data across all classes/		
understanding of	- PLCs identify	l	courses for each mini		
when and how to	essential tested skills/	-EET formal observations	assessment.		
implement the min	i standards/benchmarks	(Admin and Peer/Mentor)			
lessons within the	for their students that	l	- For each class/course,		
District pacing	need reinforcement	-EET informal	PLCs chart their overall		
guide.	and/or remediation.	observation(Admin and	progress towards the		
	(EET Rubric 1b, 1c,	Peer/Mentor)	SMART Goal.		
- Finding	4a, 4d)	l., ,, ,, ,, ,	l.,		
appropriate text to		-School-based informal	-After each assessment,		
develop the lesson	Teachers discuss	walk-through form which	PLCs will ask the		
and assessments.	how to correlate mini	includes the school's SIP	following questions:		

 .		1	
	strategies.		
curriculum.	I	1. Are there skills that	
	L	need to be re-taught in a	
- Based on the data,		whole lesson to the entire	
PLCs develop a one-		class?	
two week projected			
timeline/calendar for		2. Are there skills that	
teaching the essential		need to be re-taught as	
skills and/or standards		mini-lessons to the entire	
covered in the core		class using a different	
curriculum. (EET		teaching technique?	
Rubric 1b, 1e, and 4d)		icaening teennique:	
Rubiic 1b, 1c, and 4d)		3. Are there skills that	
-As a Professional		need to re-taught to	
	ĺ		
Development activity		targeted students?	
in their PLCs, teachers	ĺ		
identify (using		4. How do we report and	
District resources and	ĺ	share our results with the	
curriculum resources)		Leadership Team?	
and/or develop mini			
lessons and mini			
assessments for			
benchmarks. PLCs will		Leadership Team Level	
use a combination of			
District and school-		-PLC facilitator/ Subject	
generated mini lessons		Area Leader/ Department	
and mini assessments.		Heads will share data	
(EET Rubric 1e, 1d,		with the Problem Solving	
1f, 4d)		Leadership Team.	
11, 14,		Deducising Team.	
-Teachers discuss	ĺ		
strategies for teaching			
the mini lessons.	ĺ		
uie iiiiii iessoiis.	ĺ		
	ĺ		
L	ĺ		
Do/Check			
1	ĺ		
Teachers in the	ĺ		
Classroom	ĺ		
C1455100111	ĺ		
-Teachers implement	ĺ		
the mini lessons and	ĺ		
mini assessments to the			
whole group or targeted	1		

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students.		
Check/Act		
Teachers/PLCs after		
the Mini-Assessments		
the Willi-Assessments		
-Teachers bring		
assessment data back		
to the PLCs. (EET		
Rubric 4d)		
Daned on the date		
-Based on the data,		
teachers reflect on their		
own teaching. (EET		
Rubric 4a)		
, , , , , , , , , , , , , , , , , , ,		
-As a Professional		
Development activity		
Development activity		
in their PLCs, teachers		
use the mini assessment		
data and classroom		
assessments to adjust		
the mini-lesson		
timeline/calendar.		
imeme/carendar.		
TC 1 1		
-If needed		
Differentiated		
Instruction mini-		
lessons/assessments		
are given to targeted		
students as Tier 1		
interventions.		
inter controlle.		
-Based on mini		
assessment data, skills		
are moved to a re-		
teaching or enrichment		
schedule. (EET		
Rubric 1b, 3c, 3e, 4d)		
,,		
-After the assessment,		
teachers provide timely		

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feedback and students use the feedback to enhance their learning. (EET Rubric 3d)		
Whole Faculty -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase effective C-CIM, F-CIM and DI strategies.		

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

1.3	1.3	1.3	1.3	1.3
Teachers vary in	Tier 1 - The purpose	Who	Teacher Level	2x per year
knowledge in how	of this strategy is to			
to teach vocabulary	strengthen the core	-Principal	_	-FAIR Vocabulary
in an ongoing,	curriculum. Students'			Assessment, K-2
robust way.	vocabulary knowledge	-AP	PLC Level	
	and use will increase			
	through use of the		PLCs will review	
	5-day Vocabulary		evaluation data at weekly	3x per year
	Instructional Routine	-Reading Resource	PLC meetings.	
	which includes:			-FAIR on-going progress
strategies for		Teacher	L	monitoring tool (Scaffolded
effectively teaching	-time specified daily			Discussion Templates)
vocabulary, other	for work on vocabulary		Leadership Team Level	
	that is embedded in text			
the dictionary.			PLC facilitator will share	
	-activities that include		data with the Problem-	During grading period
	all learning modalities	How Monitored	Solving Leadership	
not know how			Team. The Problem-	-Students' written responses
	-a routine that will be			reflecting use of vocabulary
	familiar to students,			taught
	like a workshop	Administration provides	Team will review	
vocabulary lesson.			assessment data for	-Students' writing samples
	L			reflecting use of vocabulary
			minimum of once per	taught.
	Action Steps		grading period.	
		Vocabulary Instructional		
		Routine		
	training/resource]		
	needs assessment to	-Evidence of strategy in		
	determine support plan.	teachers' lesson plans seen		
	0.1. 1.1.7	during administration walk-		
		throughs.		
	plan for resources.	EET Comment of the		
	Can do Insual DI Ca	-EET formal evaluations		
I I	-Grade level PLCs	EET Don Ing (Admin and		
	meet and come to	-EET Pop-Ins (Admin and Peer/Mentor)		
	consensus regarding progress monitoring/	r cer/ivientor)		
	evaluation tools for	-EET formal observations		
	measuring vocabulary.	(Admin and Peer/Mentor)		
	incasuring vocabulary.	(Aumin and Peen Mentor)		
	-Grade level PLCs	-EET informal		

meet to decide on Tier observation(Admin and	
2 words to use for the Peer/Mentor)	
week's Vocabulary	
lessonsSchool-based informal	
walk-through form which	
-Begin whole class includes the school's SIP	
implementation of strategies.	
the 5-day Vocabulary	- 1
the 3-day Vocabulary	
Instructional Routine,	- 1
using Tier 2 words.	
-Grade level	
PLCs reconvene	
after 2 weeks to	ļ
discuss progress of	ļ
implementation.	ļ
implementation.	
-As a Professional	
Development activity	
in their PLCs,	
teachers discuss the	
5-day Vocabulary	
5-day vocabiliary	
Instructional Routine	
implementation.	
-Assess students with	
identified progress	
identified progress	
monitoring tools	
monthly. Bring	- 1
assessment data to	ļ
PLC for comparison.	ļ
Identify trends and	ļ
design lessons to target	ļ
instruction.	ļ
	J
-PLCs record their	ļ
work in the PLC logs.	ļ
	J
	J
	ļ

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 Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Disabilities (SWD) not making satisfactory			5D.1. See 1.1	5D.1.	

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
In 2012-2013, the percentage of students with disabilities scoring a 3 or higher on the FCAT Reading will increase from 29 to 36%.							
	29%	36%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		See 1.2	See 1.2	See 1.2	See 1.2		

5D.3	5D.3	5D.3	5D.3	5D.3	
See 1.3	See 1.3	See 1.3	See 1.3		

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.

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	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Demoison Demois	V F	PLC Leader	D C : 1D 1	meetings)	01 4:	II d IZ 1
Running Records	K-5		Professional Development	September 2012	Observations	Heather Knab
DRA Training	K-5	Heather Knab	Professional Development	October 2012	Observations	Heather Knab
Text Complexity	K-5	Heather Knab	Faculty Meeting	September 2012	Observations	Heather Knab
Data Chats	K-5	Heather Knab	PLC	Once every 6 days	iii groups and interventions	Administration
Daily Five	K-5	Heather Knab	School-Wide	Book Study	Book Study	Heather Knab
Heritage Language Dictionary Training	3-5	Christina Silva	School-Wide	Staff Meetings	Feedback from teachers	Christina Silva
ESOL Reading Strategies in Content	K-5	Christina Silva	School- Wide	After School PD	Feedback from Teachers	Christina Silva

End of Reading Goals

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Area

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

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

1 ECATE 2 0: Ct. J	4.4	l	4 4	la a	1.1.	
1. FCAT 2.0: Students	1.1	1.1	1.1	1.1	1.1.	
scoring proficient in					L	
mathematics (Level 3-5).	-Not all	Strategy	Who	Teacher Level	2-3x Per Year	
	teachers of the					
	same course	Students'	-Principal	-Teachers reflect on lessons	F	
	give the same	comprehension	•	during the unit citing/using	FCAT Practice Test	
	common		-AP	specific evidence of learning		
	assessment at	standards increases		and use this knowledge to		
	the end of the	through teacher's	-Instruction Coaches	drive future instruction.	L	
	instructional	use of data to			Formative B District Test	
	cycle.	inform instruction.	-Resource Teachers	-Teachers maintain their		
		Specially, teachers		assessments in the on-line		
	-Lack of	use C-CIM (Core	-Peer and Mentor	curriculum data folders.	Purple Data Folders	
	consistent	Continuous	Evaluators			
	common	Improvement		-Teachers use the on-line		
	planning time	Model) with		curriculum data folders to		
	to discuss best	core curriculum		calculate their students'		
	practices before	and provide	How	progress towards the		
	the unit of	Differentiated		SMART Goal developed in		
	instruction.	Instruction (DI)		their PLC.		
		as a result of	into administration.			
	-Lack of PLC	the common	Administration		During Grading Period	
	time in math	assessments to	provides feedback.	students' individual progress		
		ensure the master		towards the SMART Goal.		
	analyze core	of essential skills.	-Evidence of strategy		F., 1 - C;4	
	curriculum	Participate in	in teachers' lesson	PLC Level	End of unit assessments	
	assessments.	after school SES	plans seen during			
		tutoring program	administration walk-	-Using the individual teacher	1	
	-Lack of	where applicable.		data, PLCs calculate the		
		Work with Math		SMART goal data across all		
			-EET formal	classes.		
	practices.		evaluations			
		strategies in the		- For each class/course,		
	- Need	classroom.		PLCs chart their overall		
	additional			progress towards the		
	training to	⊢		SMART Goal.		
	implement		-EET formal			
	effective PLCs.	Action Steps	observations (Admin	-After each assessment,		
	Tanah	L.	and Peer/Mentor)	PLCs will ask the following		
	- Teachers	Plan	EET informal	questions:		
	at varying		-EET informal	1 How and we write - Jes		
	levels of implementation	Planning/PLCs	observation(Admin and Peer/Mentor)	1. How are we using data to inform our instruction?		
	of	Before the Lesson	r cer/ivientol)	mjorm our instruction!		
	01					

Differentiated	-Grade Level -School	l-hased informal	2. What barriers to		
			implementation are we		
			facing and how will we		
		's SIP strategies.			
	and learning targets	s sir shategies.	adaress them?		
			2 To subset doorsoo suo suo		
	for the upcoming		3. To what degree are we		
	unit of instruction.		making progress towards		
	PLCs answer the	C	our SMART goal?		
	question, "What do		4 4 3 131 3		
	we want students		4. Are there skills that need		
	to learn?" (EET		to be re-taught in a whole		
	Rubric 1e, 4d)	l	lesson to the entire class?		
grade level					
mathematics	-Grade Level		5. Are there skills that need		
instruction.	Planning time		to be re-taught as mini-		
	to identify	l	lessons to the entire class?		
	the common				
	assessment for		6. Are there skills that need		
	the upcoming unit	t	to re-taught to targeted		
	of instruction.	S	students?		
	Teachers				
	answering the	2	7. How do we report and		
	question, "How	5	share our results with the		
	do we know if	Ž	Leadership Team?		
	they have learned		•		
	it?" Specifically,				
	PLCs reflect on				
	the following	li	Leadership Team Level		
	questions:		-		
		Į.	-PLC facilitator shares data		
	Does the		with the Problem Solving		
	assessment match		Leadership Team.		
	the intended	ſ			
	essential learnings	<u>[</u>	-Data will be used to plan		
	and learning		for future supplemental		
	targets?(EET		instruction.		
	Rubric 1f)	ן י	mon denom.		
	10.101)				
	Are we going to]			
	use an assessment	l,	Ideas for K-2		
	from our adopted	ľ	rucus IVI IX-2		
	content materials?		(Elementary grades K-		
	Will we use all the		2 Only) Team leader for		
	questions? Will		grades 1-3 will collect from		
	we drop some of		each teacher a Running		

the questions?	Record or DRA2 list of		
Do we need to	where each 1-3 student is		
add additional	reading on an instructional		
questions?	level monthly. Kindergarten		
1	will begin collecting the		
If using a rubric,	same data in December.		
have we come to	Same data in December.		
consensus what			
consensus what			
each level of the			
rubric looks like?			
How will we			
explain to students			
what they are			
expected to			
learn in order			
to demonstrate			
mastery on the			
assessment? How			
will we explain			
to students the			
performance			
standards by which			
their learning will			
be evaluated?			
How will we			
involve the student			
in self-assessment			
and monitoring?			
How will we			
collect and track			
end-of-unit			
assessment data in			
order to evaluate			
student growth?			
(EET Rubric 1f,			
4d).			
-PLCs write a			
SMART goal for			
the upcoming unit			

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of instruction.		
-As a Professional		
Development		
activity in		
their PLCs,		
teachers plan for		
Differentiated		
Instruction using		
data from previous		
assessments to		
guide student		
groupings.		
groupings.		
D = /Ols = = Is		
Do/Check		
Teachers in the		
<u>Classroom</u>		
-PLC teachers		
instruct students		
using the core		
curriculum,		
incorporating		
effective strategies		
and Differentiated		
Instruction		
activities discussed		
at their PLC		
meetings.		
l l		
-At the end of		
the unit, teachers		
give a common		
assessment		
identified from the		
core curriculum		
material. (EET		
Rubric 3d)		

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Check/Act		
T 1 /DLC		
Teachers/PLCs		
after the Common		
<u>Assessment</u>		
Reflect on		
teaching.		
-Teachers bring		
assessment data		
back to the PLCs.		
(EET Rubric 3d,		
(4d)		
-Based on the data,		
teachers reflect on		
their own teaching.		
(EET Rubric 4a)		
(EET Rubite 4a)		
-Based on the data,		
teachers discuss		
Differentiated		
Instruction		
strategies that were		
effective. (EET		
Rubric 4a, 4d)		
-Based on the data,		
teachers a) decide		
what skills need		
to be re-taught in		
a whole lesson to		
the entire class, b)		
decide what skills		
need to be moved		
to mini-lessons		
for the entire class		
and c) decide what		
skills need to re-		
taught to targeted		
students. (EET		
Rubric 1b and 1c)		
[
-PLCs discuss		
1 200 4100400		

	Differentiated		
	Instruction		
	strategies for		
	re-teaching and		
	enrichment of		
	essential skills.		
	essentiai skiiis.		
	Dr. C. 1		
	-PLCs discuss		
	how the data		
	will be used to		
	Differentiate		
	Instruction during		
	the initial teaching		
	of the upcoming		
	lesson.		
	-After the		
	assessment,		
	assessment,		
	teachers provide		
	timely feedback		
	and students use		
	the feedback to		
	enhance their		
	learning. (EET		
	Rubric 3d)		
	Whole Faculty		
	THOSE I WELLY		
	-Throughout		
	the school year		
]	the school year,		
	teachers participate		
	in faculty SIP		
	Reviews where		
	teachers showcase		
	effective C-CIM		
	and DI strategies.		

Enter narrative for the goal in this box. In grades 3-5, the percentage of students scoring 3 or higher on FCAT Math will increase from 42% to 65%.	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
		65% (211)			

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L a	L a	L a	l. a	1.2
1.2	1.2	1.2	1.2	1.2.
- Teachers at	Strategy	Who	Teacher Level	
varying skill levels	<u> </u>			MAR
with the FCIM	Students'	-Principal	Teachers reflect on	Math Formative Assessments
model.	comprehension	Timelpur	lessons during the unit	
illouel.		-AP	citing/using specific	
- Teachers'	standards increases		evidence of learning and	
implementation of	through teacher's	-Reading Coach	use this knowledge to	
the FCIM model	use of data to inform	Redding Coden	drive future instruction.	
is not consistent	instruction. Specially,	-Peer and Mentor Evaluators		
	teachers use on-going	l cer and ivientor Evaluators	Teachers maintain their	
across language	progress monitoring		mini assessments in the	
arts and reading	data (FCAT, district		on-line grading system.	
courses.	formative assessments,	How	on thic grading system.	
T1 C	baseline, mid-year,	110 W	-Teachers use the on-line	
- Lack of common	nine week assessments,	PLC logs turned	grading system data to	
planning time to		into administration.	calculate their students'	
develop/identify		Administration provides	progress towards 80%	
PLC based mini	and daily class work) to		mastery of skills.	
lessons and mini	plan and deliver mini-	reedback.	mastery of skins.	
assessments		-Evidence of strategy in	Teachers chart their	
(using curriculum		teachers' lesson plans seen	students' individual	
oused materials)		•		
geared toward on-			progress.	
going progress	-	throughs.		
monitoring.	A -4* G4	EET Comment of the comment		
	Action Steps	-EET formal evaluations	DLCI1	
- Lack of common			PLC Level	
J		-EET Pop-Ins (Admin and		
analyze mini lesson		Peer/Mentor)	-Using the individual	
data.	Planning/ PLCs Before		teacher data, PLCs	
	the Lesson	-EET formal observations	calculate the 80% mastery]
- Lack of		(Admin and Peer/Mentor)	data across all classes/	
understanding of	- PLCs identify	ppm: c	courses for each mini	
when and how to	essential tested skills/	-EET informal	assessment.	
implement the mini	standards/benchmarks	observation(Admin and	l	
lessons within the	for their students that	Peer/Mentor)	- For each class/course,	
District pacing	need reinforcement		PLCs chart their overall	
guide.	and/or remediation.	-School-based informal	progress towards the	
	(EET Rubric 1b, 1c,	walk-through form which	SMART Goal.	
- Finding	4a, 4d)	includes the school's SIP		
appropriate text to	····, ·····/	strategies.	-After each assessment,	
develop the lessons	-Teachers discuss		PLCs will ask the	
and assessments.	how to correlate mini	L	following questions:	
	rio ., to correlate milli	I		

 <u> </u>	· · · · · · · · · · · · · · · · · · ·
lessons with core	
curriculum.	1. Are there skills that
	need to be re-taught in a
- Based on the data,	whole lesson to the entire
PLCs develop a one-	class?
two week projected	
timeline/calendar for	2. Are there skills that
teaching the essential	need to be re-taught as
skills and/or standards	mini-lessons to the entire
covered in the core	mini-lessons to the entire
	class using a different
curriculum. (EET	teaching technique?
Rubric 1b, 1e, and 4d)	
	3. Are there skills that
-As a Professional	need to re-taught to
Development activity	targeted students?
in their PLCs, teachers	
identify (using	4. How do we report and
District resources and	share our results with the
curriculum resources)	Leadership Team?
and/or develop mini	Bound Ship Touris.
lessons and mini	
assessments for	
	I as danskin Tasm I amil
benchmarks. PLCs will	Leadership Team Level
use a combination of	Dr. G.A. W
District and school-	-PLC facilitator will share
generated mini lessons	data with the Problem
and mini assessments.	Solving Leadership
(EET Rubric 1e, 1d,	Team.
1f, 4d)	
-Teachers discuss	
strategies for teaching	
the mini lessons.	
Do/Chook	
Do/Check	
Teachers in the	
Classroom	
-Teachers implement	
the mini lessons and	
mini assessments to the	
whole group or targeted	

	students.			
	Check/Act			
	CHECKACI			
	Teachers/PLCs after			
	the Mini-Assessments			
	-Teachers bring			
	assessment data back			
	to the PLCs. (EET			
	Rubric 4d)			
	ixuvi ic 4u)			
	D 1 (1 1)			
	-Based on the data,			
	teachers reflect on their			
	own teaching. (EET			
	Rubric 4a)			
	-As a Professional			
	Development activity			
	in their PLCs, teachers			
	use the mini assessment			
	data and classroom			
	assessments to adjust			
	the mini-lesson			
	timeline/calendar.			
	-If needed			
	Differentiated			
	Instruction mini-			
	lessons/assessments			
	are given to targeted			
	students as Tier 1			
	interventions.			
	inter (Cittlens).			
	-Based on mini			
	assessment data, skills			
	are moved to a re-			
	teaching or enrichment			
	schedule. (EET			
	Rubric 1b, 3c, 3e, 4d)			
	-After the assessment,			
	teachers provide timely			
	r - r	J		

Feedback and students use the feedback to enhance their learning.
(EET Rubric 3d)
Whole Faculty_
Throughout the school year, teachers participate in faculty
SIP Reviews where seachers showcase effective C-CIM, F-CIM and DI strategies

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	1.3.	1.3.	1.3.	1.3.	1.3.
		Strategy:	Who_	<u>Teacher Level</u>	
		The purpose of	-Principal	-Teachers reflect on	Math Formative
		this strategy is to		lessons during the unit	Assessments
		strengthen the core	-AP	citing/using specific	
		curriculum. Students'		evidence of learning and	
		comprehension of course content	-Instructional Coach(es)	use this knowledge to drive future instruction.	Administrative Walk Thrus and Observations
		improves by	-Peer and Mentor Evaluators		and Observations
		participation in	Free and wenter Evaluators	Teachers maintain their	
		consistent, effective		assessments in the on-line	
		and appropriate	Γ	grading system.	
]		Differentiated	How		
]		Instruction strategies.		-Teachers use the on-line	
		Differentiated	-PLC logs turned	grading system data to	
		Instruction is based	into administration.	calculate the average unit	
		on: acceleration,	Administration provides	assessment score for all	
		enrichment, extensions and remediation. This	геефаск.	their students per class/	
		strategy focuses on	-Evidence of strategy in	course.	
			teachers' lesson plans seen	Teachers chart their	
		flexible grouping:	during administration walk-	students' individual	
		group ag	throughs.	progress towards mastery.	
		-Homogeneous/Cluster/	4		
		Ability Grouping	-Administration		
			walkthroughs where		
			students are asked to explain	PLC Level	
		Ability Grouping	what they are learning.	DI Consola lata da	
		-Individualized Work/	-EET formal evaluations	-PLCs calculate the average unit assessment	
1		Independent Study	-EET TOTTIAL EVALUATIONS	score for all their students	
		independent study	-EET Pop-Ins (Admin and	across the PLC per class/	
1		-Whole Class	Peer/Mentor)	course.	
1		Instruction	<i>'</i>		
			-EET formal observations	-PLCs discuss how to	
]		-Pairs or Partners	(Admin and Peer/Mentor)	report and share the data	
]			l	with the Leadership	
1			-EET informal	Team.	
		A -4: C4	observation(Admin and	Data is seed to identify	
]		Action Steps	Peer/Mentor)	-Data is used to identify effective communication	
		Plan	-School-based informal	with student strategies for	
		Fian	School-based infollial	with student strategies 101	

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 <u> </u>	1	To	<u> </u>	
	walk-through form which	future lessons.		
<u>Teacher PD</u>	includes the school's SIP			
	strategies.			
-As a professional				
development		Leadership Team Level		
activity, teachers				
participate in a school-		-Leadership Team		
wide professional		determines what specific		
development in		data will be reported to		
the Differentiated		the Leadership Team.		
Classroom. (EET		and Education p 1 dum.		
		-Leadership Team		
Rubric 4d, 4e)		determines and maintains		
1		a school-wide data system		l
1				l
1		to track student progress.		l
Teacher Planning		In C. C. Title 4		l
		-PLC facilitator shares		I
-Using data from		data with the Problem		
previous assessments		Solving Leadership		
and daily classroom		Team.		
performance/				
work, teachers		-PSLT uses data		
plan Differentiated		to evaluate the		
Instruction groupings		effectiveness of strategy		
and activities for the		implementation,		
delivery of new conten	+	supplemental instruction		
in upcoming lessons.		for targeted students		
Specifically, PLCs		and future professional		
use the checklist/		development for teachers.		
		,		
self-assessment from				
Successful Teaching				l
in The Differentiated				
Classroom to plan their	r [⊢ I		
lessons (See Appendix				l
for checklist):		1- 1		l
1				l
Do I give my students	:	F 1		
Different ways to tak	e	⊢ I		l
in information				
1				
Different amounts of				l
time to complete the				l
work				l
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	<u> </u>	1		

Different assignments
depending on
ability, readiness,
autity, readiness,
comprehension level,
learning preferences/
styles, and interests.
styres, and interests.
-Different types of
assessments
Found the device of a Li
For all students, do I:
Use data to drive
instruction before
hosinxing a part of
beginning a unit of
study, during the unit
of study and at the end
of unit of study.
or unit or study.
Create a variety of
activities and tasks
that allows students to
and arrows students to
explore concepts and
standards in different
ways.
-Give students choices
in some of their
learning activities.
For High Performing,
Cital Harmand,
Gifted, Honors and
Advanced Students,
do I:
Mala madifications
Make modifications
to ensure students
are challenged with
higher-level thinking
activities.
activities.
-Use curriculum
compacting,
independent study, and
independent study, and
extension activities

 <u>. </u>		
where appropriate		
For Lower Ability		
and Students with		
Learning Difficulties:		
Francisco		
-Assess specific skills		
and knowledge that		
need remediation		
need remediation		
and utilize a variety		
of strategies to help		
students in these areas.		
L		
For English Language		
Learners:		
Use gestures, visuals		
and graphic organizers		
when explaining		
concepts		
1		
-Specifically pinpoint		
and teach the academic		
language these students		
need to learn in order to		
complete a task.		
complete a task.		
-Recognize cultural/		
-Recognize cultural/		
experiential		
differences, and when		
feasible includes these		
in units and examples.		
(EET Rubric 4d, 4e)		
-Teachers use student		
data (formative		
assessments, common		
assessments, daily		
work, etc.), student		
interests, and student		
learning styles to		
plan appropriate		
Differentiated		
Instruction lessons that	l	
mistraction ressons that		

meet the individual needs of all students in the classroom. (EET Rubric 1b)	
-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"	
Do/Check	
Teachers in the Classroom	
-Teachers implement lessons using Differentiated Instruction activities. (EET Rubric 3c)	
-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)	

Check/Act Check/Act
Teachers/PLCs
after the Common
<u>Assessment</u>
-Teachers bring their
common assessment
data to their PLCs.
and to their F263.
-Based on the data,
Pascu on the data,
teachers reflect on their
own teaching. (EET
Rubric 4a)
-PLCs teachers discuss
the outcomes of their
DI lessons and share
the effectiveness of
their lessons.
-After the assessment,
teachers provide timely
feedback and students
use the feedback to
enhance their learning.
(EET Rubric 3d)
[221 August 50)
Using the data
-Using the data,
effective Differentiated
Instruction strategies
and techniques are
identified, discussed,
and modeled in order to
implement techniques
in future lessons.
(EET 1c, 1f, 4a, 4d,
4e)
-Based on the data,
teachers plan future
Differentiated
Instruction lessons

 <u>. </u>		
(either as a whole		
lesson or mini lesson)		
to the whole class or		
targeted students.		
angotoa stadonts.		
F		
1		
<u>Administrators/</u>		
Leadership Team		
-Through walkthroughs		
teachers are		
identified that excel		
in Differentiated		
Instruction strategies		
and techniques in order		
to set up demonstration		
classrooms. (EET 4d,		
4e)		
-Classroom coverage is		
provided for teachers		
to attend demonstration		
classrooms.(EET 4e)		
Classiconis.(EET 4e)		
DI C.E. Tree		
-PLC Facilitators/		
Subject Area Leaders/		
Department Heads		
put Differentiated		
Instruction strategies		
and techniques		
on every agenda,		
allowing teachers to		
share successes and		
challenges.		
- Differentiated		
Instruction strategies		
and techniques are		
on the Leadership		
Team's agenda in order		
to discuss strategy		
implementation,		
concentrating on		
barriers and how they		

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	1		can be overcome.			
			Whole Faculty			
			-Throughout the school			
			year, teachers will participate in faculty			
			SIP Reviews where			
			teachers showcase			
			Differentiated			
			Instruction strategies and techniques.			
			ana teeninques.			
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
to "Guiding Questions", identify	Barrier		Who and how will the	How will the evaluation tool		
and define areas in need of improvement for the following			fidelity be monitored?	data be used to determine the		
group:				effectiveness of strategy?		
	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in						
mathematics.	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	

Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
In grades 3-5, the percentage of students scoring a 4 or higher on FCAT Math will increase from 16% to 32%.							
	16%	32%					
	(55)	(103)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
		2.3	2.3	2.3	2.3	2.3	
		See 1.3	See 1.3	See 1.3	See 1.3	See 1.3	

Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier			How will the evaluation tool data be used to determine the effectiveness of strategy?		
011 0111 2101 1 01110 101	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning						
gains in mathematics.						
		See 1.1	See 1.1	See 1.1	See 1.1	
	See 1.1					
Mathematics Goal #3:	2012 Current	2013 Expected Level				
	Level of Performance:*	of Performance:*				
Enter narrative for the goal in this						
box.						
In anodos 2.5 the						
In grades 3-5, the points earned from All						
Curriculum students						
making learning gains						
on the 2012 FCAT						
Math will increase						
from 47 to 60.						

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	47	60					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		See 1.2	See 1.2	See 1.2	See 1.2	See 1.2	
		3.3.	3.3.	3.3.	33.	3.3.	
		See 1.3	See 1.3	See 1.3	See 1.3	See 1.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.				4.1. See 1.1	
	See 1.1	Sec 1.1	Sec 1.1	Sec 1.1	
Mathematics Goal #4:	Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
In grades 3-5, the percentage of students in the lowest 25% making learning gains in mathematics FCAT will increase from 50% to 56%.					

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	50% (27)	56% (32)					
			4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	
			4.3. See 1.3	4.3. See 1.3	4.3. See 1.3	4.3. See 1.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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		
Based on Ambitious 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%.		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

	 -			
Math Goal #5:				
In the following subgroups, the gap of students not scoring satisfactory on their FCAT Math will decrease by 50% over the next 6 years. The below breakdown will describe what the school will work towards each year to help close this achievement gap:				
White: 53% x 50% = 26.5/6= 4.4% annually				
Black: 65% x 50% = 32.5/6 = 5.4% annually				
Hispanic: 66% x 50% = 33/6 = 5.5% annually				
Asian: NA				
American Indian: NA				
ELL: 76% x 50% = 38/6= 6.3% annually				
SWD: 69% x 50% = 34.5/6= 5.75% annually				
Econ Dis: 67% x 50%= 33.5/6= 5.6% annually				
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics		5A.1. See 1.1	5A.1.	

Mathematics Goal #5A:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
Enter narrative for the goal in this					
box.					
T 2012 2012 4					
In 2012-2013, the percentage of students within each subgroup					
students within each subgroup scoring a level 3 or higher on the math FCAT will increase at the					
math FCAT will increase at the rates shown below:					
rates snown below:					
White: 47 to 52%					
Winte: 47 to 3276					
Black: 35 to 38%					
Hispanic: 34 to 41%					
Asian: NA					
American Indian: NA					
	Wilsian 470/	W/leida, 500/			
	White: 47%	White: 52%			
	Black: 35%	Black: 38%			
	Hispanic:	Hispanic: 41%			
	34%	110,741110. 1170			
		Asian: NA			
	Asian: NA				
		American Indian:			
		NA			
	Indian: NA				

		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		DA.2.	DA.2.	5A.2.	DA.2.	DA.2.	
		See 1.2	See 1.2	See 1.2	See 1.2		
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
		See 1.3	See 1.3	See 1.3	See 1.3		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier		l				
to "Guiding Questions", identify			X71 11 31.4	O 21 4 4 4 4			
and define areas in need of			Who and how will the	How will the evaluation tool			
improvement for the following				data be used to determine the			
subgroup:				effectiveness of strategy?			
	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
I	DD.1.	DD.1.	DD.1.	DB.1.	DD.1.		
Disadvantaged students							
not making satisfactory							
progress in mathematics.			<u></u>				
		See 1.1	See 1.1	See 1.1			
	See 1.1		l		l		

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
In 2012-2013, the percentage of economically disadvantaged students scoring a level 3 or higher on the math FCAT will increase from 33% to 40%.							
	33%	40%					
			en i	en i	do 1		
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		See 1.2	See 1.2	See 1.2	See 1.2		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		See 1.3	See 1.3	See 1.3	See 1.3		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
progress in mathematics.		See 1.1	See 1.1	See 1.1		
	See 1.1					
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
In 2012-2013, the percentage of ELL students scoring a level 3 or higher on the math FCAT will						
increase from 24% to 32%.						
	24%	32%				

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		See 1.2	See 1.2	See 1.2	See 1.2		
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
					See 1.3		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	en i	en i	en i	en 1	5D 1	
5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (CWD) 4						
Disabilities (SWD) not						
making satisfactory						
making satisfactory						
progress in mathematics.		a 1.1	g 1.1	g 1.1		
ľ		See 1.1	See 1.1	See 1.1		
	See 1.1					
	SCC 1.1					
		1				l
						
						
	I					l
						
						
						
Mathematics Goal #5D:	2012 Current Level of	2013 Expected Level of Performance:*				
THE THE STATE OF T	Level of	of Performance *				
	Performance:*	of ferrormance.				
	Performance:*					
	I					l
Enter narrative for the goal in this						
box.						
DOX.						
						
	I					l
						
	I					l
						
						
	I					l
	I					l
1		1				l
In 2012-2013, the percentage of students with disabilities scoring a level 3 or higher on the math						
atudanta with disabilities seems	I					l
students with disabilities scoring	I					l
a level 3 or higher on the math	I					l
FCAT will increase from 31% to 38%.	I					l
200/	I					l
p870.						
						
		1				

3	1%	38%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		See 1.2	See 1.2	See 1.2	See 1.2		
		5D.3	5D.3	5D.3	5D.3	5D.3	
		See 1.3	See 1.3	See 1.3	See 1.3		

End of Elementary or Middle School Mathematics 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.

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	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Data Chats	K-5	Kelly Brocato	PLC and grade levels	Bi-Annually	Observations	Math Resource Teacher/Admin
Math Norm Training	K-5	Kelly Brocato	School-Wide	September 2012	Observations	Mat h Resource Teacher/Admin
Think Central	K-5	Kelly Broacto	Grade Level	September/October 2012	Planning, Think Central Usage	Math Resource Teacher/Instructional Teacher
Powerful Planning	K-5	District Trainer	School-Wide	October 2012	Grade Level Planning Meeting	Math Resource Teacher

First in Math Training K-5 Kelly Brocato and School-Wide Amber Holmberg

November 2012

Usage Reports

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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1. FCAT 2.0: Students	1 1	l1 1	1 1	1 1	1.1.
1	1.1	1.1	1.1	1.1	1.1.
scoring proficient (Level					
3-5) in science.	-Not all	Strategy	<u>Who</u>	<u> Teacher Level</u>	2-3x Per Year
	teachers of the				
			-Principal	-Teachers reflect on lessons	
	give the same	comprehension		during the unit citing/using	Formative Science Tests
	common	of course		specific evidence of learning	(5 th Grade)
	assessment at	content/		and use this knowledge to	
		standards	-Instruction Coaches	drive future instruction.	
		increases	l	L	Chapter Assessments
	cycle.	through	-Resource Teachers	-Teachers maintain their	
		teacher's use of		assessments in the on-line	
	-Lack of			curriculum data folders.	
	common	instruction.	Evaluators		Spectrum Lab
		Specially,		-Teachers use the on-line	Assessments
		teachers use	-	curriculum data folders to	
	practices before the unit of	Continuous	Harr	calculate their students' progress towards the SMART	
	instruction.		<u>How</u>	Goal developed in their PLC.	·
		Improvement Model) with	-PLC logs turned	Goal developed in their PLC.	
	-Lack of		into administration.	-Teachers chart their	-
		and provide		students' individual progress	
		Differentiated		towards the SMART Goal.	
		Instruction	l l	towards the similar doub.	
	analyze core		-Evidence of strategy in	PLC Level	
	curriculum		teachers' lesson plans		
	assessments.			Using the individual teacher	
				data, PLCs calculate the	
	-Lack of	mastery of		SMART goal data across all	
	planning time	essential skills.	-EET formal evaluations	classes.	
	to analyze data				
	to identify best	L		- For each class/course, PLCs	
	practices.			chart their overall progress	
		Action Steps		towards the SMART Goal.	
	- Need		-EET formal observations		
	additional	Plan	(Admin and Peer/Mentor)		
	training to			PLCs will ask the following	
	implement	Planning/PLCs		questions:	
	effective PLCs.	Before the	observation(Admin and		
		Lesson		1. How are we using data to	
	- Teachers			inform our instruction?	
	at varying	-PLCs identify	-School-based informal	2 1171	
	levels of	the essential		2. What barriers to	
	implementation	skills and	includes the school's SIP	implementation are we facing	

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

of lear	arning strategies.	and how will we address
		them?
		mem:
	ocoming unit	2. To subset downs and succession
		3. To what degree are we
low performing PLO	Cs answer	making progress towards our
		SMART goal?
	Vhat do we	
		4. Are there skills that need
		to be re-taught in a whole
(EF	ET Rubric	lesson to the entire class?
1e,	, 4d)	
		5. Are there skills that need
-PI		to be re-taught as mini-
the	e common	lessons to the entire class?
	sessment for	
		6. Are there skills that need
		to re-taught to targeted
		students?
	LCs are	statents:
		7. How do we report and
		share our results with the
		Leadership Team?
	they have	
	arned it?"	
	pecifically,	
		Leadership Team Level
	e following	
que		PLC facilitator shares data
		with the Problem Solving
D	Does the	Leadership Team.
ass	sessment	'
		-Data will be used to plan
		for future supplemental
		instruction.
	arnings	
	arnings ad learning	
	rgets?(EET	
		Harrison V 2
	ıbric 1f)	Ideas for K-2
	4	(Flamoutom, and day IV 2
	Are we going	(Elementary grades K-2
		Only) Team leader for grades
I I		1-3 will collect from each
		teacher a Running Record
I I		or DRA2 list of where each
con	ntent	1-3 student is reading on an

materials? Well we use all Kindergarten will begin collecting the same data in the questions? Well we drop some of the questions? Power need to add additional questions? I living a rubric, have we come to consensus what each level of the rubric looks like? I living will we explain to students what hey are expected to learn in order to demonstrate mastery on the assessmen? How will we explain to students the performance vanidates the performance vanidates by which their learning will be evaluated? I would we move the learning will be evaluated? I would we move the	 			
the questions? Will we drop some of the questions? Do we need to add additional questions? -If using a vubric, have we come to consensus what each level of the rubric looks like? -How will we explain to students what they are expected to learn in order to demonstrate master) on the uscessment? How will we explain to students the performance standards by whitch their learning will be evaluated? -How will we myorbe the	materials?	instructional level monthly.		
Will we tarp some of the questions? Do we need to add additional questions? -If using a rubric, have we come to consensite what each level of the rubric looks like? -If ow will we explain to students what they are expected to learn in order to demonstrate mastery on the assessment? If ow will we explain to students the assessment? If ow will we explain to students the performance standards by which their learning will be evaluated? -How will we will we will we will we will we learning will be evaluated? -How will we will w		Kindergarten will begin		
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to students what they are expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated? How will we involve the	How will			
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expected to learn in order to demonstrate mastery on the assessment? How will we explain to students the performance standards by which their learning will be evaluated? How will we involve the	what they are			
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explain to students the performance standards by which their learning will be evaluated?How will we involve the	How will we			
students the performance standards by which their learning will be evaluated?How will we involve the	explain to			
performance standards by which their learning will be evaluated?How will we involve the	students the			
standards by which their learning will be evaluated?How will we involve the				
which their learning will be evaluated?How will we involve the	standards by			
learning will be evaluated?How will we involve the	sumuurus Uy			
evaluated?How will we involve the	which their			
How will we involve the	learning will be			
involve the	evaluatea?			
involve the	11 .11			
student in self-	student in self-			
assessment and	assessment and			
monitoring?	monitoring?			
How will we	How will we			
collect and	collect and			
track end-of-	track end-of-			

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

unit assessment		
data in order		
to evaluate		
student		
growth? (EET		
Rubric 1f, 4d).		
Kubric 1j, 4uj.		
-PLCs write		
a SMART		
goal for the		
upcoming unit		
upcoming unit of instruction.		
-As a		
Professional		
Development		
activity in their		
PLCs, teachers		
plan for		
Discounting 1		
Differentiated		
Instruction		
using data		
from previous		
assessments to		
guide student		
groupings.		
Γ΄ Ι Ι		
Do/Check		
DO/OHECK		
Teachers in the		
<u>Classroom</u>		
- Use of		
STEMS lab		
- Use of		
Science FCAT		
Explorer Explorer		
Exploivi		
-PLC teachers		
FILC teachers		
instruct		

students	
using the core	
using the core	
curriculum,	
incorporating	
effective	
strategies and	
Strategies and	
Differentiated	
Instruction	
activities	
discussed at	
their PLC	
meetings.	
-At the end	
of the unit,	
teachers give	
leadness give	
a common	
assessment	
identified	
from the core	
curriculum	
Curricular (FET)	
material. (EET	
Rubric 3d)	
Check/Act	
Teachers/	
Process	
PLCs after	
the Common	
<u>Assessment</u>	
-Teachers bring	
assessment	
assessment	
data back to the	
PLCs. (EET	
Rubric 3d, 4d)	
-Based on the	
data, teachers data, teachers	
reflect on their	
own teaching.	
(EET Rubric	
4a)	
H20 1 2012	

-Based on the		
data, teachers		
discuss		
Differentiated		
Instruction		
strategies that		
were effective.		
(EET Rubric		
4a, 4d)		
Developed to		
-Based on the		
data, teachers		
a) decide what		
skills need to		
be re-taught in		
a whole lesson		
to the entire		
class, b) decide		
what skills		
need to be		
moved to mini-		
lessons for the		
entire class and		
c) decide what		
c) decide what		
skills need		
to re-taught		
to targeted		
students. (EET		
Rubric 1b and		
1c)		
-PLCs discuss		
Differentiated		
Instruction		
strategies for		
re-teaching and		
enrichment of		
essential skills.		
Cosonida Skins.		
-PLCs discuss		
have the date		
how the data		
will be used to		
Differentiate		
Instruction		

d	luring		
	luring he initial		
	eaching of		
	eaching of		
	he upcoming		
	esson.		
	After the		
	ssessment,		
l te	eachers		
	provide timely		
	eedback and		
S ¹	tudents use		
t1	he feedback		
to	o enhance		
t1	heir learning.		
	EET Rubric		
	3d)		
l ľ	(4)		
	Whole Faculty		
	Throughout		
l l	he school		
	vear, teachers		
I	participate		
	n faculty		
	SID Deviews		
	SIP Reviews		
	vhere teachers		
	howcase		
e e	effective C-		
	CIM and DI		
	trategies.		

	(49)	(58)			
	46%	50%			
In grade 5, the percentage of students scoring 3 or higher on the FCAT Science test will increase from 46% to 50%.					
Enter narrative for the goal in this box.	e criomance.	ecromance.			
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			

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

			L _	5 2	1.2	
1.2	2 [1	1.2	1.2	1.2	1.2.	
l Tox	eachers at	Strategy	Who	Teacher Level		
		Strategy_	W IIO	reaction Level		
vary	ying skill	Diadonto?	Duin ain al	-Teachers reflect	Science Formative	
			*		l	
FCIN	in inoaci.	of course content/		on lessons during	Chapter Assessments	
				the unit citing/using		
- Tea		hrough teacher's		specific evidence of		
impl			-Reading Coach	learning and use this		
of th		nstruction. Specially,		knowledge to drive		
	del is not	8. 8	Peer and Mentor Evaluators	future instruction.		
	sistent	progress monitoring data				
acros	/	FCAT, district formative	<u>L</u>	-Teachers maintain		
		assessments, baseline,		their mini assessments		
	reading	nid-year, nine week	How	in the on-line grading		
	1 Cuuiii	assessments, semester		system.		
Cours			-PLC logs turned			
				-Teachers use the on-		
1	ion or			line grading system		
	mion			data to calculate their		
	ming time	mini-assessments (F-		students' progress		
	ie i eropi			towards 80% mastery		
ident	.1011 y			of skills.		
	C based		during administration walk-	oi skiiis.		
	i lessons			-Teachers chart their		
I I	mini			students' individual		
	233111CITES	Action Steps_				
(usin			-EET formal evaluations	progress.		
curri	riculum	Plan				
based			-EET Pop-Ins (Admin and			
	erials)	Planning/ PLCs Before the	Peer/Mentor)			
geard		asson		PLC Level		
on-g	going		-EET formal observations			
1 I -	· ·	PLCs identify essential		-Using the individual		
	·	ested skills/standards/		teacher data, PLCs		
	- "	sanchmarks for their		calculate the 80%		
- Lac		students that need	observation(Admin and Peer/			
I I	ľ	reinforcement and/or	Mentor)	all classes/courses for		
		emolication (FFT	,	each mini assessment.		
		Rubric 1b, 1c, 4a, 4d) -	-School-based informal walk-			
lesso	on data.	Feachers discuss how to	through form which includes	- For each class/		
	1	correlate mini lessons with	the school's SIP strategies.	course, PLCs chart		
Lac		correlate mini lessons with		their overall progress		
	erstanding	core curriculum.		towards the SMART		
		Denote a decide		Goal.		
01 W	VIICII	Based on the data,				

	PLCs develop a one-			
	two week projected		-After each	
mini lessons	timeline/calendar for		assessment, PLCs	
within the	teaching the essential		will ask the following	
	skills and/or standards		questions:	
guide.	covered in the core			
	curriculum. (EET Rubric		1. Are there skills that	
- Finding	1b, 1e, and 4d) -As a		need to be re-taught in	
	Professional Development		a whole lesson to the	
	activity in their PLCs,		entire class?	
lessons and	teachers identify (using			
assessments.	District resources and		2. Are there skills that	
	curriculum resources) and/		need to be re-taught	
	or develop mini lessons		as mini-lessons to	
	and mini assessments		the entire class using	
	for benchmarks. PLCs		a different teaching	
	will use a combination		technique?	
	of District and school-		_	
	generated mini lessons and		3. Are there skills that	
	mini assessments. (EET		need to re-taught to	
	Rubric 1e, 1d, 1f, 4d)		targeted students?	
	[
	-Teachers discuss		4. How do we report	
	strategies for teaching the		and share our results	
	mini lessons.		with the Leadership	
			Team?	
	Do/Check			
			Leadership Team	
	Teachers in the Classroom		Level	
	reachers in the Classroom	 -		
	-Teachers implement the		-PLC facilitator will	
	mini lessons and mini		share data with the	
			Problem Solving	
	assessments to the whole		Leadership Team.	
	group or targeted students.		*	
	L			
	Check/Act			
	Teachers/PLCs after the			
	Mini-Assessments			
	1			

-Teachers bring
assessment data back to
the PLCs. (EET Rubric
4d)
^{+u)}
-Based on the data,
teachers reflect on their
own teaching. (EET
Rubric 4a)
-As a Professional
Development activity in
Development activity in
their PLCs, teachers use
the mini assessment data
and classroom assessments
to adjust the mini-lesson
timeline/calendar.
-If needed Differentiated
Instruction mini-lessons/
assessments are given to
targeted students as Tier 1
interventions.
-Based on mini assessment
data, skills are moved to a
re-teaching or enrichment
schedule. (EET Rubric
1b, 3c, 3e, 4d)
10, 5c, 5e, 4u)
-After the assessment,
teachers provide timely
feedback and students use
the feedback to enhance
their learning. (EET
Rubric 3d)
Whole Faculty
-Throughout the school
year, teachers participate
in faculty SIP Reviews
where teachers showcase
WHOTE CORNELS SHOWERSE

effective C-CIM, F-CIM and DI strategies.		

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

4.2	k a	4.2	1 2	1 2
1.3	1.3	1.3	1.3	1.3
-Not all	Tier 1 – The purpose	Who	Science Resource PLC	2x per year
teachers know	of this strategy is to		Meetings- Data Chats	
		Teacher		District-level baseline and mid-
	curriculum. Students will			vear tests
and depth		Principal		
of student	and creative thinking	[(Elementary) District	
knowledge		AP	Science Team – 5 th	
of science	new knowledge. To			During the Grading Period
concepts.		Science Resource Teacher/	6 ·	
concepts.	teachers will increase	Contact		- Mini Assessments
-Not all	the number of inquiry			
teachers are		District Science Team	PLCs will review unit	-Unit assessments
able to attend	as student engagement,		assessments and chart	
available	explore time, accountable	Generalist	the increase in the	
science	talk and higher order		number of students	
trainings on	questioning) per unit of	ĺ	reaching at least 80%	
	instruction.		mastery on units of	
by the district.		How Monitored	instruction.	
by the district.		now womtored	mstruction.	
-Not all	F	-PLC logs turned		
teachers are		into administration.		
knowledgeable			PLC facilitator will	
of the		feedback.	share data with the	
strategies of	District Science training	l l	Problem Solving	
	and share information with	Evidence of strategy in	Leadership Team.	
instruction such		teachers' lesson plans seen	The Problem Solving	
as engaging		during administrative walk-	Leadership Team will	
the students,		throughs.	review assessment	
explore time,	goals based on each	anougho.	data for positive trends	
accountable	Grading Period of	-Classroom walk-throughs	at a minimum of once	
talk, higher		observing inquiry based	per Grading Period.	
order		instruction.	per Grading renod.	
questioning,	Period, 75% of the	instruction.		
etc.	students will score an 80%	Elementary Science		
	or above on each unit of	Classroom Walk-Through		
-Not all PLC		form (available from		
meetings		Elementary Science		
		Department.)		
	Development activity in	populiment.)		
student data	their PLCs, teachers spend	FET Pon-Ins (Admin and		
and/or the		Peer/Mentor)		
	teaching, and modeling			
mpiementation	reaching, and modeling	<u>I</u>	Ţ	

		model. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.	strategies. -PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. - At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss inquiry based instruction strategies that were effective. -Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies. - PLCs record their work in the PLC logs.		Sundant Familiant and	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2. FCAT 2.0: Students scoring Achievement	2.1.	2.1.	2.1.	2.1.	2.1.	
Levels 4 or 5 in science.						
		See 1.1	See 1.1	See 1.1	See 1.1	
	See 1.1					
	SCC 1.1					
Science Goal #2:	2012 Current Level of	2013Expected Level of				
	Performance:*	Performance:*				
Enter narrative for the goal in this box.						
In grade 5, the percentage of students scoring a 4 or						
higher on the FCAT Science	2					
test will increase from 9% to 17%.						

9%	17%					
(10)	(20)					
	2.2.	2.2.	2.2.	2.2.	2.2.	
				See 1.2		
	2.3	2.3	2.3	2.3	2.3	
	See 1.3	See 1.3	See 1.3	See 1.3		

Science Professional Development

PLC Leader

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 Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of

meetings)

Science Committee K-5 Kailey Mires School Wide and Grade Level Quarterly Meetings Email communication to staff

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		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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1 04 1 4	la a	l	la a	la a	1.1.	г
1. Students scoring	1.1	1.1	1.1	1.1	1.1.	
at Achievement						
Level 3.0 or higher	-Not all teachers	Strategy	Who	Teacher Level		
in writing.	of the same					
	course give the	Students'	-Principal	-Teachers reflect on lessons		
	same common	comprehension	•	during the unit citing/using	Bailey Writes (Monthly)	
	assessment at	of course content/	-AP	specific evidence of learning		
	the end of the	standards		and use this knowledge to		
	instructional cycle.	teacher's use of	-Instruction Coaches	drive future instruction.		
	-Lack of common		-Resource Teachers	-Teachers maintain their		
	planning time	instruction.		assessments in the on-line		
	to discuss best	Specially,	-Peer and Mentor	curriculum data folders.		
	practices before	teachers use	Evaluators			
	the unit of	C-CIM (Core		-Teachers use the on-line		
	instruction.	Continuous	_	curriculum data folders to		
		Improvement		calculate their students'		
		Model) with	<u>How</u>	progress towards the		
	planning time	core curriculum		SMART Goal developed in		
		and provide	-PLC logs turned	their PLC.		
		Differentiated	into administration.	<u> </u>		
		Instruction	Administration provides	-Teachers chart their		
	assessments.	(DI) as a result	feedback.	students' individual progress		
		of the common	D :1	towards the SMART Goal.		
	-Lack of planning		-Evidence of strategy in	DI CI I		
		to ensure the	teachers' lesson plans seen			
		mastery of	during administration walk-			
	best practices.	essential skills.	throughs.	-Using the individual teacher		
	- Need additional		EET formed and and	data, PLCs calculate the		
		_	-EET formal evaluations	SMART goal data across all		
	training to implement	Action Steps	-EET Pop-Ins (Admin and	classes.		
	effective PLCs.	Action Steps	Peer/Mentor)	- For each class/course, PLCs		
		Diam	l cer/ivientor)	chart their overall progress		
	- Teachers at	Plan	-EET formal observations	towards the SMART Goal.		
	varying levels of		(Admin and Peer/Mentor)	towards the Sivir Her Godi.		
	implementation	Planning/PLCs	`	-After each assessment,		
	of Differentiated	Before the Lesson	EET informal	PLCs will ask the following		
	Instruction (both		observation(Admin and	questions:		
	with the low	-PLCs identify	Door/Montor)			
	performing and	tne essentiai skiiis	ĺ	1. How are we using data to		
	high performing	and learning targets for the	-School-based informal	inform our instruction?		
	students).	upcoming unit	walk-through form which] -		
	· ·	of instruction.	includes the school's SIP	2. What barriers to		

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

 hav a	
PLCs answer strategies.	implementation are we
the question,	facing and how will we
"What do we	address them?
want students to	
learn?" (EET	3. To what degree are we
Rubric 1e, 4d)	making progress towards our
	SMART goal?
-PLCs identify	
the common	4. Are there skills that need
assessment for	to be re-taught in a whole
the upcoming unit	lesson to the entire class?
of instruction.	
PLCs are	5. Are there skills that need
answering the	to be re-taught as mini-
question, "How	lessons to the entire class?
do we know if	
they have learned	6. Are there skills that need
it?" Specifically,	to re-taught to targeted
PLCs reflect on	students?
the following	
questions:	7. How do we report and
	share our results with the
Does the	Leadership Team?
assessment	
match the	
intended essential	
learnings and	Leadership Team Level
learning targets?	Extraction present devel
(EET Rubric 1f)	-PLC facilitator shares data
(EET Rubite 1j)	with the Problem Solving
Are we going to	Leadership Team.
use an assessment	Councion Production Council Co
from our	-Data will be used to plan
adopted content	for future supplemental
materials? Will	instruction.
we use all the	mondered.
questions? Will	
we drop some of	-
we arop some of the questions?	
the questions? Do we need to	
Do we need to add additional	Ideas for K-2
aaa aaamona questions?	TUCAS TOT IX-2
questions:	(Elementers grades V. 2
Huging a	(Elementary grades K-2
If using a	Only) Team leader for grades
rubric, have	1-3 will collect from each

we come to	teacher a Running Record		
consensus what	or DRA2 list of where each		
each level of the	1-3 student is reading on an		
rubric looks like?	instructional level monthly.		
	Kindergarten will begin		
How will	collecting the same data in		
we explain to	December.		
students what	December.		
they are expected			
to learn in order			
to tearn in oraer			
to demonstrate			
mastery on the			
assessment?			
How will we			
explain to		1	1
students the		1	
performance		1	1
standards by			
which their			
learning will be			
evaluated?			
How will we			
involve the			
student in self-			
assessment and			
monitoring?			
monitoring:			
How will we			
collect and			
track end-of-			
unit assessment		1	l
data in order to		1	
evaluate student		1	
growth? (EET		1	
Rubric 1f, 4d).			
		1	1
		1	
-PLCs write a		1	
SMART goal for		1	
the upcoming unit		1	
of instruction		1	
		1	
-As a			
 · · · · · · · · · · · · · · · · · · ·	<u>,</u>		

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	Professional		
	Development		
	activity in		
	their PLCs,		
	teachers plan for		
	Differentiated		
	Instruction		
	instruction		
	using data		
	from previous		
	assessments to		
	guide student		
	groupings.		
	Do/Check		
	Do/Check		
	<u>Teachers in the</u>		
	Classroom		
	- Holding writing		
	conferences to		
	improve writing		
	improve writing		
	Work with		
	WOIK WILL		
	ELL students		
	with the use of		
	the Heritage		
	Language		
	Language Dictionary to		
	assist in writing		
	and reading		
	- ESE students		
	will practice		
	with their		
	accommodations		
	throughout the		
	unoughout the		
	year.		
	-PLC teachers		
	instruct students		
	using the core		
	curriculum,		
	incorporating		
TT'll 1 2012		· · · · · · · · · · · · · · · · · · ·	

effective	
strategies and	
Differentiated	
Instruction	
activities	
discussed at their	
PLC meetings.	
-At the end of	
the unit, teachers	
give a common	
assessment	
identified	
identified	
from the core	
curriculum	
material. (EET	
Rubric 3d)	
Check/Act	
<u>Teachers/PLCs</u>	
after the Common	
<u>Assessment</u>	
-Teachers bring	
assessment data	
back to the PLCs.	
(EET Rubric 3d,	
4d)	
[^{ru)}	
I Providential	
-Based on the	
data, teachers	
reflect on their	
own teaching.	
(EET Rubric 4a)	
-Based on	
the data,	
teachers discuss	
Differentiated	
Instruction	
Instruction	
strategies that	
were effective.	

(EDE D. I. t. 4	•		
(EET Rubric 4a,			
4d)			
-Based on the			
data, teachers			
a) decide what			
skills need to be			
re-taught in a			
whole lesson to			
the entire class,			
b) decide what			
skills need to be			
moved to mini-			
lessons for the			
entire class and			
c) decide what			
c) decide what			
skills need to re-			
taught to targeted			
students. (EET			
Rubric 1b and			
1c)			
-PLCs discuss			
Differentiated			
Instruction			
strategies for			
re-teaching and			
enrichment of			
essential skills.			
-PLCs discuss			
how the data			
will be used to			
Differentiate			
Instruction			
during the initial			
teaching of the			
upcoming lesson.			
apecining resson.			
-After the			
assessment,			
teachers provide			
timely feedback			
and students use			
and students use			
the feedback to			

		enhance their			
		learning. (EET Rubric 3d)			
		Rubric 3d)			
		Kubi ic 3u)			
		Whole Faculty			
		Th			
		-Throughout			
		the school			
		year, teachers			
		participate			
		in faculty SIP Reviews			
		SIP Reviews			
		where teachers			
1		where teachers			
		showcase			
		effective C-CIM			
		and DI strategies.			
Writing/LA Goal #1:	2012 Current Level	2013 Expected			
	of Performance:*	Level of			
		Performance:*			
L					
Enter narrative for the goal					
in this box.					
In grade 4, the					
percentage of					
percentage of					
students scoring a					
3 or higher on the					
5 of finglier off the					
FCAT Writes will					
increase from 78%					
to 90%.					
II() 9(1%)					
10 70 70.					
10 70 70.					
10 70 70.					
10 7070.					
10 7070.					

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

78%	90%			
(84)	(102)			

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

1.2	1.2	1.2	1.2	1.2.
1.2	1.2	1.2	1.4	
- Teachers at	Strategy_	<u>Who</u>	Teacher Level	
varying skill				Bailey Writes
levels with the	Students' comprehension	-Principal	Teachers reflect	
FCIM model.	of course content/standards		on lessons during	Teacher Observation
	increases through teacher's		the unit citing/using	
- Teachers'	use of data to inform		specific evidence of	
implementation	instruction. Specially,		learning and use this	
of the FCIM	teachers use on-going		knowledge to drive	
model is not	progress monitoring data	-Peer and Mentor Evaluators	future instruction.	
consistent across	(FCAT, district formative			
language arts and	assessments, baseline,	L	-Teachers maintain	
reading courses.	mid-year, nine week		their mini assessments	
	assessments, semester	<u>How</u>	in the on-line grading	
- Lack of	exams, curriculum		system.	
common plannin	gassessments and daily class	-PLC logs turned		
time to develop/	work) to plan and deliver	into administration.	-Teachers use the on-	
identify PLC	mini-lessons and mini-		line grading system	
based mini	assessments (F-CIM).		data to calculate their	
lessons and mini			students' progress	
assessments	\vdash		towards 80% mastery	
(using curriculur			of skills.	
based materials)	Action Steps	during administration walk-		
geared toward or		throughs.	-Teachers chart their	
going progress	Plan		students' individual	
monitoring.		-EET formal evaluations	progress.	
	Planning/PLCs Before the			
- Lack of	Lesson	-EET Pop-Ins (Admin and		
common plannin	g	Peer/Mentor)	L. a	
time to analyze	- PLCs identify essential		PLC Level	
mini lesson data.	tested skills/standards/	-EET formal observations		
	benchmarks for their	(Admin and Peer/Mentor)	-Using the individual	
- Lack of	students that need		teacher data, PLCs	
understanding of	·	-EET informal	calculate the 80%	
when and how	remediation. (EET Rubric	observation(Admin and Peer/	mastery data across	
to implement	1b, 1c, 4a, 4d)	Michiol)	an classes/courses for	
the mini lessons			each mini assessment.	
within the Distric	Teachers discuss how to	-School-based informal	- For each class/	
pacing guide.	correlate mini lessons with	walk-through form which includes the school's SIP	course, PLCs chart	
	core curriculum.		their overall progress	
- Finding		strategies.	towards the SMART	
appropriate	- Based on the data, PLCs		Goal.	
text to develop	develop a one-two week	<u> </u>	Goai.	

1			I	1	T
the lessons and	projected timeline/calendar				
assessments.	for teaching the essential		-After each		
	skills and/or standards		assessment, PLCs		
	covered in the core		will ask the following		
	curriculum. (EET Rubric		questions:		
	1b, 1e, and 4d)				
			1. Are there skills that		
	-As a Professional		need to be re-taught in		
	Development activity		a whole lesson to the		
	in their PLCs, teachers		entire class?		
	identify (using District				
	resources and curriculum		2. Are there skills that		
	resources) and/or		need to be re-taught		
	develop mini lessons		as mini-lessons to		
	and mini assessments for		the entire class using		
	benchmarks. PLCs will use		a different teaching		
	a combination of District		technique?		
	and school-generated				
	mini lessons and mini		3. Are there skills that		
	assessments. (EET Rubric		need to re-taught to		
	1e, 1d, 1f, 4d)		targeted students?		
	12, 22, 11, 14,		Tan School Shinonis:		
	-Teachers discuss strategies		4. How do we report		
	for teaching the mini		and share our results		
	lessons.		with the Leadership		
			Team?		
	Do/Check				
			Leadership Team		
	T 1		Level_		
	Teachers in the Classroom	 			
			-PLC facilitator will		
	-Teachers implement the		share data with the		
	mini lessons and mini		Problem Solving		
	assessments to the whole		Leadership Team.		
	group or targeted students.		Loudership ream.		
	Check/Act				
	Teachers/PLCs after the				
	Mini-Assessments				
	110000011101110				
 ļ.	1				

	-Teachers bring assessment data back to the PLCs. (EET Rubric 4d) -Based on the data, teachers reflect on their own
	data back to the PLCs. (EET Rubric 4d) -Based on the data, teachers
	(EET Rubric 4d) -Based on the data, teachers
	-Based on the data, teachers
	teaching. (EET Rubric
	4a)
	-As a Professional
	Development activity in
	their PLCs, teachers use
	the minimum and data
	the mini assessment data
 	and classroom assessments
 	to adjust the mini-lesson
	timeline/calendar.
	-If needed Differentiated
	Instruction mini-lessons/
	assessments are given to
	targeted students as Tier 1
	interventions.
	-Based on mini assessment
	data, skills are moved to a
	re-teaching or enrichment
	schedule. (EET Rubric
	1b, 3c, 3e, 4d)
	13,00,00,10
 	-After the assessment,
 	
	teachers provide timely
	feedback and students use
	the feedback to enhance
	their learning. (EET
	Rubric 3d)
	Whole Executiv
	rinote racativ
	The device of the state of the
	1 nrougnout the school
	year, teachers participate in
 	
 	teachers showcase effective
	C-CIM, F-CIM and DI
	Whole Faculty -Throughout the school year, teachers participate in faculty SIP Reviews where

	strategies.		

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

1.3	1.3	1.3	1.3	1.3	
		<u>Who</u>	PLCs – Monthly	Student monthly demand	
know how to identify student	this strategy is to strengthen the core curriculum.	Teacher		writes, student daily drafts, conferencing notes	
needs from	Students' use of elaboration		conferencing notes are		
demand writes		Principal	reviewed to determine		
	the teachers use of daily		the number of students		
	Writers' Workshop lessons	AP	demonstrating		
one-on-one/	focused on craft through elaboration and one-on-	Writing Resource/Contact	proficiency in writing through scoring		
Star Interview	one conferencing to support		data and benchmark		
conferences.		District Writing Team	attainment.		
-Not all teachers	Action Steps	Generalist			
are able to attend		Generalist			
	-Based on baseline data,		PLC facilitator will		
	PLCs write SMART goals		share data with the		
by the district.	for each Grading Period. (For example, during the	How Monitored	Problem Solving Leadership Team.		
		-PLC logs turned	The Problem Solving		
		into administration.	Leadership Team will		
	4.0 or above on the end-of-	Administration provides	review assessment		
	the Grading Period writing	feedback.	data for positive		
	prompt.)	-Classroom walk-throughs	trends at a minimum of once per Grading		
	-As a Professional	observing this strategy.	Period.		
	Development activity, PLC	costi i ing tinis strategy.	1 0110 41.		
		-Evidence of strategy in			
		teachers' lesson plans seen	D		
	student trends, needs, and scores based on connecting	during administration walk-	District Writing Team-Monthly		
	student writing with state	unougus.	demand write scores		
		-Administrator Writers'	provided through		
		Workshop Walk-through	email to Writing		
	-Based on student	Checklist for HCPS	Supervisor followed		
	writing reviews and PLC discussions regarding		by fourth-grade writing review		
	trends and needs,		meetings and support		
	teachers create monthly		pieces provided at		
	writing menus for craft,		monthly resource/		
	elaboration, and genres as		contact meetings.		
	a list of essential teaching				
	points for the month ahead.				

As a Professional
Development activity,
eachers complete the
online MOODLE course,
Vrite on Target: Best
Practice in Elementary
Writing and return to this
professional development
indicasional development
ourse when needing to
efresh knowledge.
As a Professional
Development activity,
PLCs reconvene to discuss
deas/lessons from the
online MOODLE course
nd share monthly writing
esource/contact meeting
nformation.
mornation.
Teachers implement the
deas based on specific
tudent needs.
As a Professional
Development activity,
PLCs examine student
conference notes, daily
lrafts; monthly demand
vrites and adjusts the
nonthly writing menu of
eaching points in order
o share ideas to grow
tudents through daily
Western's Worlschope
Writers' Workshops.
PLCs review nine-week
ata and set a new goal
or the following Grading
Period.
PLCs record their work in
he PLC logs.

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

Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
	K-5	Writing Contact	Faculty Meetings	Quarterly	Observations	Administration and Grade Level Teachers

Writing Updates

and/or

3-5 Moodle Course 3-5th Grade December-January 2012/2013 Writing Scores

Writing Rubric Training

End of Writing Goals

Attendance Goal(s)

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

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.	
	-Most students			Administration Team and	Attendance Report	
	with significant			subset of PSLT will examine	Treese Treport	
		The Administration	Guidance Counselor will	data monthly	Tardy Report	
	absences (10	Team along with	run Attendance/Tardy			
	or more) have		meetings every 20 days		Attendance Plan	
			with appropriate reports			
	or family issues	every 20 days to		Guidance Counselor tracks	After School Program	
	that are impacting	review the school's		data from after school		
	attendance.	Attendance Plan		program		
			Guidance Counselor will			
			maintain data base			
	to focus on	implemented with		L		
	attendance	fidelity and 2)		Weekly Attendance Trophies		
		discuss targeted	a			
			Social Worker			
		data base will		0 : 1 37 1 0 11		
		be maintained		Social Worker follows up		
		for students with excessive	Missaut Adecesets	with letters and phone calls		
		unexcused absences	Migrant Advocate	for excessive absences and tardies.		
		and tardies. This		tardies.		
		data base will be				
		used to evaluate				
		the effectiveness				
		of attendance				
		interventions and				
		to identify students		ĺ		
		in need of support		ĺ		
		beyond school		ĺ		
		wide attendance				
		initiatives				

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
Enter narrative for the goa in this box.	1				
In grades K-5, the					
attendance rate will increase from 95.78% to 96%.					
In grades K-5, the number of students					
with more than 10 unexcused absences					
will decrease from 71 students to 64					
In grades k-5, the number of students					
with more than 10 unexcused tardies					
will decrease from 51 to 46.					
	95.78%				
	Number of Students	2013 Expected Number of Students			
	with Excessive Absences	with Excessive Absences			
	(10 or more)	(10 or more)			
	1	1			

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

71	64					
2012 Current Number of	2013 Expected Number of					
Students with Excessive Tardie (10 or more)	Students with Excessive Tardies					
	(10 or more)					
51	46					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	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/ 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) and Schedules (e.g., frequency of meetings)

PLC Leader

End of Attendance Goals

Suspension Goal(s)

<u>Ouspension</u>		1			•	
Suspension Goal(s)	Problem- solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Suspension	to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior.	a subgroup to develop school- wide expectations and rules, set	Motivating" subgroup	PSLT "Managing and Motivating" subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly.	1.1. Actual Suspension Rates on a Quarterly Basis to Review	

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of			
Enter narrative for the goal in this box.	In —School Suspensions	In- School Suspensions			
The total number of inschool suspensions will decrease from 4 to 3 in the 2012-2013 year.					
The number of students receiving in-school suspension will decrease from 3 to 2 in the 2012-2013 year.					
The total number of out of school suspensions will decrease from 9 to 7 in the 2012-2013 school year.					
The total number of students receiving out-of-school suspensions will decrease from 8 to 6 in the 2012-2013 school year.					
	4	3			
	-	2013 Expected Number of Students Suspended			
	In-School 3	In -School 2			

Out-of-School Suspensions	2013 Expected Number of					
	Out-of-School Suspensions					
9	7					
of Students	2013 Expected Number of Students Suspended					
Out- of- School	Out- of-School					
8	6					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

PD Content /Topic

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)

Character Education All grades

Guidance Counselor Grade level

1 x every 6 days

Observation

Administration

End of Suspension Goals

Parent Involvement Goal(s)

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

See PIP Contact

Parent Involvement Professional Development

See PIP Contact

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
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:				How will the evaluation tool data be used to determine the effectiveness of strategy?		

1 II. 141 1 E'4	14	V: J.	<u></u>	Ct. danta	1	Student schedules	4 C		
1. Health and Fitness	1.	Kids leaving	3.	Students will	1.	1. Student schedules	1. Score of Health		
Goal		throughou					Fitness		
		t the year		engage in the	PE Teacher	Master schedule	Zone T	ns#	
		t tile year		aquivalent			Zone i	551	
				equivalent of one	Principal				
	2.	Children							
		making		period	Guidance Counselors				
		healthy		per day of	1 D.C				
		choices at		physical	APC				
		school and		education					
		unhealthy		for one					
		choices when not		semester					
		monitored		of each					
		at home.		year in					
		at nome.		grades K					
				through 5.					
			4.	Implemen					
				ting health					
				into the					
				classroom					
	201	• ~							
Health and Fitness Goal #1:	201	2 Current	201	3 Expected vel :*					
	Lev	<u>C1</u>	Lev	/CI . ·					
			1						
			1						
Enter narrative for the goal in this			1						
box.			1						
			1						
			1						
			1						
The number of students that will									
score in the "healthy fitness zone"									
on the Pacer for assessing aerobic			1						
activity and cardiovascular health			1						
will increase from 60% to 70%.									
			1						
	1		1						

60%	70%					
2. PACER test component of the FITNESSGR AM PACER for assessing cardiovascular health.	PACER test component of the FITNESSGR AM PACER for assessing cardiovascular health	implemented by the school's H.E.A.R.T. team.	Guidance Counselors		1.2. Score on Healthy Fitness Zone Test	
	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

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)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Continuous Improvement Goal(s)

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

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

1. Continuous	1.1.	1.1.	1.1.	1.1.	1.1.	
	1.1.	1.1.	1.1.	1.1.	1.1.	
Improvement Goal						
	DI Ca da sast	A desimilate ation	- Administration	DIC 1 1 1	SCIP Survey results for	
	- PLCs do not	sitting on PLC's	Administration	P	the 2012-2013 school	
	always have a	to address any	- Team Members	throughout the year.	year	
	clear focus	concerns	- Team Members		year	
		concerns		- Increase in score will		
	- PLCs not	- Sideline chats		show that teachers are		
	sure what they	to include				
	should be	time with		building more trust		
		administration		in the level of rigor		
	meetings.	to address		being presented in the		
	meetings.	additional		classroom.		
	- Lack of teacher	concerns				
	motivation					
		- PLC log				
		templates will				
		be created that				
		include the				
		SIP's goals.				
		on a gours.				
		- PLCs will				
		use the Action				
		Steps of the				
		Steps of the				
		Goals as a				
		guide for PLC				
		discussion and				
		PLC work.				
		- Resource				
		teachers				
		to assist in				
		planning				
		throughout the				
		year				
		- Professional				
		Development				
		trainings to				
		assist in subject				
		area knowledge				
		area Kilowiedge				
		- Change				
		in faculty				

effective instruction by providing a curriculum that is rigorous and relevant." will increase from 17.1% to 34%.				providing a curriculum that is rigorous and relevant." will increase
110H1 17.176 to 3476.				HOIII 17.176 to 3476.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

Subject

(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)c_

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 Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

C. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
proficient in Listening/						
Speaking.						
					See Reading 1.1	
					See reading 1.1	
		See Reading 1.1	See Reading 1.1	See Reading 1.1		
	See Reading 1.1				See Subgroup ELL 1.1	
		See Subgroup ELL 1.1	See Subgroup ELL 1.1	See Subgroup ELL 1.1		
	See Subgroup ELL 1.1					
CELLA Goal #C:	2012 Current Percent of Students					
CELLA Goal #C.	Proficient in Listening/Speaking:					
Enter narrative for the goal in this						
box.	35%					
In grades K-5, the percentage of students scoring proficient in						
the listening/speaking section of CELLA will increase from 35% to						
40%.						
	l .	1	1	1		

		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			How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See Reading 2.1	See Reading 2.1		See Reading 2.1	See Reading 2.1	
			See Reading 2.1			
	See Subgroup ELL 2.1	See Subgroup ELL 2.1		See Subgroup ELL 2.1	See Subgroup ELL 2.1	
			See Subgroup ELL 2.1			
	1	1				

CELLA Goal #D: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading:					
In grades V. 5, the necessaries of	27% <u>.</u>					
increase from 27% to 32%.						
		2.2	2.2	h 2	2.2	2.2
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Writing.						
	See Reading 2.1	See Reading 2.1	See Reading 2.1	See Reading 2.1	See Reading 2.1	
	See Subgroup ELL 2.1	See Subgroup ELL 2.1	See Subgroup ELL 2.1	See Subgroup ELL 2.1	See Subgroup ELL 2.1	
CELLA Cool #E:	2012 Current Percent of Students					
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
	_					
Enter narrative for the goal in this box.	-					
	_					
In grades K-5, the percentage of students scoring proficient in the	21%					
writing section of CELLA will increase from 21% to 26%.						
		2.2.		2.2.		2.2.
		2.3	2.3	2.3	2.3	2.3

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

				ı	1
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:			Who and how will the fidelity be monitored?	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.
Enter narrative for the goal in this box. In grades 3-4, the number of classes that will use the Spectrum Lab once every 5 weeks will increase from 2 classes to 9 classes in the 2012-2013 school year.	fit with science blocks. • Ensuring classes are		- Principal AP Team Leaders Spectrum Lab Leaders	- End of session assessments can be used to drive science instruction during the month.	 Pre and Post session assessments Beginning and End of the Year 3rd-4th grade district science tests.
			1.2.	1.2.	1.2.
	1.2.	1.2.	1.2.	1.2.	1.2.
	N/A	N/A	N/A	N/A	N/A
	1.3.	1.3.	1.3.	1.3.	1.3.
	N/A	N/A	N/A	N/A	N/A

STEM Professional Development

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

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

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

Spectrum Lab 3-4 Grades Brocato and Grade Level October 2012 Usage of science lab Brocato and Thoms

Training Thoms

End of STEM Goal(s)

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box. In grades K-5, the number of careers represented at Great American	Teach-In	- Begin advertising and recruiting well in advance - Make personal contacts to ensure the widest variety of	- Who: Administration, Guidance Counselor and ESOL Resource Teacher How: Updated spreadsheet listing participating careers	- Keeping a tally of the careers represented and working to include more variety when necessary	-Great American Teach-In turn- out.
Teach-In will increase from 19 to 25.		careers has been represented.			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

and/or

PLC Leader

cilitator PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

Subject

(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)

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.)

	, p	,
School		
Differentiated		
Accountability		
Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

□ Yes No

f 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

This will be reflected in all major	The SAC Committee will use the initial funds to provide communication agendas for	\$1,849.50	\$1,394.00
academic goals (including progress for	the upcoming 2013-2014 school year to assist with increasing communication between		
Reading, Math, Science, and Writing),	students, staff, and parents on academics, attendance, etc. This was voted on and		
attendance goals, and the parental	unanimously approved by the SAC Committee		
involvement plan.			
This will be reflected in all goals as it	The SAC Committee will use the additional funds to purchase Parent Communication	\$455.50	\$455.50
increases parental communication.	folders (Take Home Tuesday folders) for approximately 733 students. Any remaining		
	need will be covered through the PTA. This was approved unanimously through the SAC		
	committee on 2/13/13.		
Final Amount Spent	\$1849.50		