# Florida Department of Education



# School Improvement Plan (SIP) Form SIP-1

**School Improvement Plan - Uploading to the Florida DOE Website** 

When you are finished with your SIP (or each time you progress monitor and make updates), follow the steps listed below to upload/re-upload your SIP to the Florida DOE website

#### <u>Steps</u>

• Go to: <a href="http://flbsi.org/">http://flbsi.org/</a>

Screen #1

• On the left hand side, click on "Submit or View School Improvement Plan".

Screen #2

- Select Type of Plan School Improvement Plan.
- Select School District Find the District in the drop down menu and click on Hillsborough.
- Select School Find your school in the drop down menu and click on your school.
- Password Type 29 followed by your four digit site number. Example for Greco Middle 291781.
- Click on "Click Here to Log In."

Screen #3

• Click on "Upload my 2011-2012 School Year Plan (Word, PDF)".

Screen #4

- Find the box at the <u>top</u> of the page that says "<u>2011-2012 SIP Upload</u>". In the box:
  - o Click on "Browse" to go to your computer's files. Click on your SIP Word document.
  - o Click on "Upload file."

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# Repeat the same process each time you make changes to your SIP Word document and re-submit to the FDOE website

#### 2012 – 2013 SCHOOL IMPROVEMENT PLAN

#### **PART I: SCHOOL INFORMATION**

School Name: Collins Elementary School	District Name: Hillsborough
Principal: Steven Sims	Superintendent: Mary Ellen Elia
SAC Chair: Judith Diaz	Date of School Board Approval: Pending school board approval

#### **Student Achievement Data:**

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.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

#### **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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information
		Certification(s)	Current School	Administrator	along with the associated school year)
Principal	Steven Sims	EdS. Educational Leadership	7	7	11/12 A Grade, Reading Learning Gains: 70% (177), Lowest 25%: 65% (41) Math Learning Gains: 67% (170), Lowest 25%: 62% (39)
		Physical Education K-12			10/11 A Grade, Reading Learning Gains: 64% (169), Lowest 25%: 50% (33) Math Learning Gains: 65% (172), Lowest 25%: 53% (35)
					09/10 A Grade
					08/09 A Grade 100% AYP
Assistant Principal	Teri Madill	MEd. Educational Leadership	7	3	11/12 A Grade, Reading Learning Gains: 70% (177), Lowest 25%: 65% (41) Math Learning Gains: 67% (170), Lowest 25%: 62% (39)
		Elementary Education			10/11 A Grade, Reading Learning Gains: 64% (169), Lowest 25%: 50% (33) Math Learning Gains: 65% (172), Lowest 25%: 53% (35)
					09/10 A Grade
					08/09 A Grade 100% AYP

## **Highly Qualified Instructional Coaches**

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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,
			Years at	an	FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP

		<b>P</b> • • • • • • • • • • • • • • • • • • •	Current School		information along with the associated school year)
Area		Certification(s)		Instructional Coach	
Reading	Laura Schulte	B.S. Elementary Education	5	5	11/12 A Grade, Reading Learning Gains: 70% (177), Lowest 25%: 65% (41)  10/11 A Grade, Reading Learning Gains: 64% (169), Lowest 25%: 50% (33)  09/10 A Grade 100% AVD
					08/09 A Grade 100% AYP

# **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 2012	
2. Performance Pay	General Director of Federal Programs	June 2013	
3. Opportunities for Teacher Leadership	Principal & Assistant Principal	June 2013	
4. Peer Mentoring	Team Leaders	June 2013	
5. Regular time for teacher collaboration	Principal & Assistant Principal	ongoing	
6. On-site home-based training	Principal & Assistant Principal	ongoing	

#### Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Jessica Freese	Elementary Education K-6	Grade 2	Working on ESOL Endorsement. PLC's will provide support by developing on-going strategies for ELL students.
*Highly qualified for Elementary			
*Out of field for ELL			
Brianna Hahn	Elementary Education K-6	Grade 1	Working on ESOL Endorsement. PLC's will provide support by developing on-going strategies for ELL students.
*Highly qualified for Elementary			
*Out of field for ELL			
Susan Harrison	Elementary Education K-6	Grade 4	Working on ESOL Endorsement. PLC's will provide support by developing on-going strategies for ELL students.
*Highly qualified for Elementary			
*Out of field for ELL			
Peter Jennings	Pre-Kindergarten/Primary Education (Age 3- Grade 3)	Grade 1	Working on ESOL Endorsement. PLC's will provide support by developing on-going strategies for ELL students.
*Highly qualified for Elementary	Journalism/6-12		
*Out of field for ELL			
Jillian Krause	Pre-Kindergarten/Primary Education (Age 3- Grade 3)	Grade K	Working on ESOL Endorsement. PLC's will provide support by developing on-going strategies for ELL students.
*Highly qualified for Elementary			
*Out of field for ELL			
Regenia Smith	Elementary Education K-6	Grade 4	Working on ESOL Endorsement. PLC's will provide support by developing on-going strategies for ELL students.
*Highly qualified for Elementary			
*Out of field for ELL			

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Carrie Varnadoe	Elementary Education K-6	ESE	PLC's will provide support by developing on-going strategies for
			ESE students.
177 11 110 10 71			
*Highly qualified for Elementary			
*Out of field for ESE			
Tina Vigh	Elementary Education 1-6	Grade 4	Working on ESOL Endorsement. PLC's will provide support by
			developing on-going strategies for ELL students.
			developing on going strategies for EDE students.
*Highly qualified for Elementary	Reading Endorsement		
*O + CC 11C FII			
*Out of field for ELL			
Karen Wilson	Pre-Kindergarten/Primary	Grade 3	Working on ESOL Endorsement. PLC's will provide support by
	Education (Age 3- Grade 3)		developing on-going strategies for ELL students.
	Education (Age 3- Grade 3)		developing on-going strategies for ELL students.
*Highly qualified for Elementary			
87 4			
10 . 07 110 577			
*Out of field for ELL			

## 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)).

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ber	Ye	ers	ers	ers	ers	Qu	En	Во	End
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		)			)	)			)

#### **Teacher Mentoring Program**

Please describe the district and 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	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
			Activities
Karen	Jillian	County	Guidelines
Koslow	Krause	Assigned	for TIP
Karen	Brianna	County	Guidelines
Koslow	Hahn	Assigned	for TIP
Karen	Peter	County	Guidelines
Koslow	Jennings	Assigned	for TIP
Karen	Brittany	County	Guidelines
Koslow	Fabry	Assigned	for TIP
Karen	Jessica	County	Guidelines
Koslow	Freese	Assigned	for TIP
Karen	Amy Lofton	County	Guidelines
Koslow		Assigned	for TIP

Karen	Stephanie	County	Guidelines
Koslow	Raciti	Assigned	for TIP
Karen	Regenia	County	Guidelines
Koslow	Smith	Assigned	for TIP
Karen	Carrie	County	Guidelines
Koslow	Varnadoe	Assigned	for TIP

#### Multi-Tiered System of Supports (MTSS)

#### School-Based MTSS Team

Identify the school-based MTSS Leadership Team: Teri Madill, Sue Chapin, Melissa Porfirio, David Kincade, , Katherine Pitts, Marci Rowe, Carrie Varnadoe, Johanna Vega, Marcia Absher, Brad Fuller, and Jennifer Scipione.

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. By using performance levels and learning rates over time we are able to make data-based decisions to help 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 team's goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team collaborates to problem solve 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 bi-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:
  - Designated intervention block
  - o Tutoring during the day in small group pull-outs in reading
  - Extended Learning Programs after school
- 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 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., 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.
- 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.

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

- 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 update the School Improvement Plan at the end of the first, second and third grading period if necessary.
- 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 grade level PSLT representatives.

**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.

#### **Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT	School Generated Excel Database	Principal/AP, Individual Teachers, Reading Coach
Baseline and Mid-year District Assessments	Scantron Achievement Series	PSLT, PLCs, Principal/AP, Individual Teachers
FAIR	Progress Monitoring and Reporting	PSLT, Principal/AP, Reading Coach, PLCs, Individual Teachers
	Data Wall	
CELLA	Instructional Planning Tool (IPT)	ELL Representative, PSLT
Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources	School Generated Database	PLCs, Individual Teachers
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

<sup>\*</sup>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	ELP Facilitator, Principal, Assistant Principal
FAIR OPM	School Generated Database in Excel	PSLT, Reading Coach, Individual Teacher
Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	PSLT, PLCs
Computer Enrichment Programs (FCAT Explorer, I-Station, FASTT Math )	School Generated Database in Excel	PSLT, PLCs, Reading Coach, Individual Teacher
Easy CBM	Assessments included in computer based programs	PSLT, PLCs, Reading Coach, Individual Teacher

<sup>\*</sup>Students receiving tutoring through the Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum areas of reading, writing, and math. As students work on these specific skills, they will be assessed during ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year.

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

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<ul> <li>assess the same skills over time</li> </ul>
• have multiple equivalent forms
Example: FAIR Ongoing Progress Monitoring
Describe the plan to train staff on MTSS.
The Teacher Training Modules, as posted under the MTSS Icon, were delivered to faculty members over the course of several faculty meetings during the 2012-2013 school year. PSLT members who attended the district level MTSS trainings 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 MTSS Committee develops resources and staff development trainings on PDS/MTSS, 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.
To provide additional support with the MTSS process, our school psychologist visits PLC's when needed and offers one-on-one lessons and feedback on specific sections of the MTSS process. (Data tracking, forms needed, interventions, etc.)

Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Steven Sims, Teri Madill, Laura Schulte, Rachel Patterson, Jennifer Scipione, Stacy Graves, Katie Jacob, Ashley Joline, and Brad Fuller.

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

LLT will meet bi-monthly to discuss on-going progress monitoring of each grade level and how the implemented strategies are progressing. The LLT is a subset of the PSLT. The team provides leadership for the implementation of the reading strategies of the SIP.

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

- Implementation of SIP goals and action plans
- Ongoing data analysis in PLCs
- Increase bottom quartile by 2% or more on FCAT reading
- Professional Development

#### NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status

Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

• Public School Choice with Transportation (CWT) Notification

Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

• Supplemental Educational Services (SES) Notification

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1  *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.					
DADT II. EVDI	ECTED IMPROVEMENTS				
Reading Goals	CTED IVII KOVEMENTS				
<u> </u>					
* When using percen	tages, include the number of students the percentage represents (	e.g., 70% (35)).			
	<u>r</u>	T	Γ		
READING					
GOALS					
1. Students achieving proficiency					
(FCAT Level 3 or					
above) in reading					
Reading Goal #1:					
In grades 3-5, the	2012 Current Level of Performance:*	2013 Expected Level of			
percentage of Standard		Performance:*			
Curriculum students					
scoring a Level 3 or					
higher on the 2013					
FCAT Reading will increase from 75% to					
80%.					

	75%	80%		
	(309)	(385)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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-Not all teachers of	1.1	Who	<u> Teacher Level</u>	3x per year
the same course give				
the same common	Strategy	-Steven Sims	Teachers reflect on lessons	- FAIR
assessment at the end of	<u> </u>		during the unit citing/using	
the instructional cycle.	This reading strategy crosses all content areas	-Teri Madill	specific evidence of learning and	
			use this knowledge to drive future	
	Students' comprehension of course content/standards increases through	-Laura Schulte	instruction.	
	teacher's use of data to inform instruction. Teachers provide <b>Differentiated</b>			
- Teachers at varying	<b>Instruction (DI)</b> as a result of the common assessments to ensure the mastery	-Team Leaders	Teachers record their students'	During the Grading
levels of implementation	of essential skills.		individual progress, utilizing	Period
of Differentiated		-Peer and Mentor Evaluators	rubrics and teacher generated	
Instruction (both with the			assessments.	- Common assessments
low performing and high		-Individual Teacher		-FCAT 2.0 Reading
performing students).	Action Steps_			forms: Tracked
		L		through achievement
	Plan		PLC Level	series.
		<u>How</u>		
	Planning/PLCs Before the Lesson_		-Using the individual teacher data,	
		-PLC logs turned into		Reading test: Tracked
	PLCs identify the essential skills and learning targets for the upcoming unit of	administration. Administration		through ie: Easy Grade
	instruction. PLCs answer the question, "What do we want students to learn?"	provides feedback.		Pro, gradebooks,
	(EET Rubric 1e, 4d)		- For each class, PLCs chart	teacher preference.)
	(		their data on data walls to track	D / // :1 /:
	PLCs identify the common assessment for the upcoming unit of instruction.	lesson plans seen during	progress.	-Pre/post/mid-section
	PLCs are answering the question, "How do we know if they have learned it?"	administration walk-through.		and end of the year
	Specifically, PLCs reflect on the following questions:	EET formal analystics	-After each assessment, PLCs will	tests.
		-EET formal evaluations	ask the following questions:	
	-Does the assessment match the intended essential learnings and learning	-EET Pop-Ins (Admin and Peer/	1. How are we using data to	
	targets?(EET Rubric 1f)	Mentor)	inform our instruction?	
		ivientoi)	mjorm our instruction!	
	-How will we explain to students what they are expected to learn in order to	-EET formal observations (Admin	2 What harriers to	
	demonstrate mastery on the assessment? How will we explain to students the	and Peer/Mentor)	implementation are we facing and	
	performance standards by which their learning will be evaluated?	and recipitation)	how will we address them?	
		-EET informal observation(Admin		
	How will we involve the student in self-assessment and monitoring?	and Peer/Mentor)	3. To what degree are we making	
			progress towards our goal?	
	How will we collect and track end-of-unit assessment data in order to	-School-based informal walk-	8000.	
	evaluate student growth? (EET Rubric 1f, 4d).		4. Are there skills that need to be	
		school's SIP strategies.	re-taught in a whole lesson to the	
			entire class?	
	As a Professional Development activity in their DLCs, tooch			
	-As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide		5. Are there skills that need to be	
			re-taught as mini-lessons to the	
	student groupings.		entire class?	

#### Do/Check

#### Teachers in the Classroom

PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.

At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)

#### Check/Act

#### Teachers/PLCs after the Common Assessment

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)

-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 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)

#### Whole Faculty

Throughout the school year, teachers participate in faculty SIP Reviews.

6. Are there skills that need to be re-taught to targeted students?

7. How do we report and share our results with the Leadership Team?

#### Leadership Team Level

-Team Leaders share data with the Problem Solving Leadership Team.

-Data will be used to plan for future supplemental instruction.

-All teachers will submit a
Running Record or DRA2 list
of where each student is reading
on an instructional level at the
end of each marking period.
Kindergarten will begin collecting
the same data in December.

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1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.
			<b>I</b>	
2. Students achieving above proficiency (FCAT Levels 4 or 5) in reading				
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 40% to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
	40%	45%		
	(166)	(216)		

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Problem-Solving
Process to
Increase Student
Achievement

Strategy

Person or Position Responsible for

Monitoring

Process Used to Determine

Effectiveness of

Strategy

**Evaluation Tool** 

Anticipated Barrier

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2.1.	2.1	Who_	Teacher Level	3x per year		
- Teachers are at varying skill levels with higher order questioning	Strategy  This reading strategy crosses all content areas.	-Steven Sims -Teri Madill	-Teachers reflect on lessons during the unit citing/using specific evidence of learning and	- FAIR		
techniques PLC meetings need to focus on identifying	Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented	-Laura Schulte -Team Leaders	use this knowledge to drive future instruction.  -Teachers record their students'	During the Grading		
	across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)	-Peer and Mentor Evaluators	individual progress.	Period  -Common assessments (pre, post, mid,		
		How_	PLC Level  -Discuss and share data	section, end of unit) -Projects that entail		
	Action Steps Plan		-Identify effective higher order activities in future lessons.	Higher Order Thinking		
	Teacher PD for General Higher Order	-Evidence of strategy in teachers' lesson plans seen during	Landard's Tana Land			
	-Teachers attend professional development activities on higher order questioning strategies and apply those strategies in the classroom.	administration walk-throughsEET formal evaluations	Leadership Team Level -Leadership Team determines and maintains a school-wide data			
	Planning/PLCs Before the Lesson		system to track student progress.  -Team leaders share data with			
	-PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?" (EET Rubric 1f, 4d)	,	Team.			
		-School-based informal walk-	the effectiveness of strategy implementation, supplemental instruction for targeted students			
	-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.		and future professional development for teachers.			
	(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)		<u> </u>			
	-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)		_			

Hillsborough versi	on 2012-2013 School Improvement Plan (SIP)-Form SIP	-1	
	Do (Charle		
	Do/Check		
	Teachers in the Classroom		
	-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)	_	
	-During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)		
	-Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)		
	-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)		
	-At the end of the unit, teachers administer the common assessment.		
	Check/Act		
	PLCs After the Common Assessment		
	Teachers bring their common assessment data back to the PLCs.		
	Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)		
	-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)		
	After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)		
	L		

Hillsborough versi	ion 2012-2013 School Improvement Plan (SIP)-Form SIP	Y-1		
	Administrators/Leadership Team_			
	-The higher order strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.			
	Whole Faculty			
	-Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase higher order thinking effective strategies.			
2.2.	2.2.	2.2.	2.2.	2.2.
2.3	2.3	2.3	2.3	2.3
3. Percentage of students making				
Learning Gains in reading				
Reading Goal #3:				

	hall Current Lavel of Derformance*	•		
8	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
percentage of All		Ferrormance.		
Curriculum students				
making learning gains				
on the 2013 FCAT				
Reading will increase				
from 70% to 73%.				
110111 /0/6 to /3/6.				
	70%	73%		
	7070	1370		
	(100)	(222)		
	(188)	(222)		
<b>Problem-Solving</b>				
Process to				
<b>Increase Student</b>				
Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine	Evaluation Tool
		Monitoring	Effectiveness of	
			Strategy	

Hillsborough versi	ion 2012-2013 School Improvement Plan (SIP)-Form SIP	<b>'-1</b>		
3.1.	3.1.	Who	Teacher Level	3x per year
-Teachers have varying levels of expertise in using	Strategy	-Steven Sims	-Teachers reflect on lessons during the unit citing/using	- FAIR
checks for understanding techniques.	This reading strategy crosses all content areas.	-Teri Madill	specific evidence of learning and use this knowledge to drive future	
	The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular Checks	-Laura Schulte	instruction.	
		-Team Leaders	-Teachers record their students' individual progress.	During the Grading Period
		-Peer and Mentor Evaluators	, ,	-Common assessments
	Action Steps_	_	PLC Level	(pre, post, mid, section, end of unit)
	Plan	<u>How</u>	-Data is used to identify effective	-Projects
		-PLC logs turned into administration	higher order activities in future lessons.	J
	-PLCs identify the essential skills and learning targets for the upcoming unit of	provides feedback.		
	instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)	-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	Leadership Team Level	
	With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). (EET Rubric 1a, 3b, 4d)	-EET formal evaluations	Leadership Team determines and maintains a school-wide data	
	-With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as:	-EET Pop-Ins (Admin and Peer/ Mentor)	system to track student progress.  Team Leaders share data with	
	Think-Pair-Share	-EET formal observations (Admin and Peer/Mentor)		
	Think and Write	-EET informal observation(Admin	-PSLT uses data to evaluate the effectiveness of strategy	
	Exit Tickets (Teach Like a Champion)	and Peer/Mentor)	implementation, supplemental instruction for targeted students	
	Check for Understanding (Teach Like a Champion)	-School-based informal walk- through form which includes the	and future professional development for teachers.	
		school's SIP strategies.	_	
	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		_	

Hillsborough vers	ion 2012-2013 School Improvement Plan (SIP)-Form SIP	-1	
	Teachers in the Classroom.		
	-During the lesson, teachers consistently implement checks for understanding strategies effectively. (EET Rubric 3b)		
	-Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. (EET Rubric 3b, 3c, 3d, 3e)		
	-Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as:		
	When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.		
	Offering an alternative explanation, approach, style of questioning or student activity.		
	Implementing a collaborative structure activity.		
	Significantly modifying the activity.		
	Changing the pace.		
	Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success.		
	If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges.		
	(EET Rubric 3e)		
	-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)		
	Check/Act		

lillsborough	version 2012-2013 School Improvement Plan (SIP)-Form SIP	-1	
	-Teachers bring their common assessment data to their PLCs.		
	-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)		
	-In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d)		
	-Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)		
	-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)		
	-Checking for understanding strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.		
	Whole Faculty		
	-Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase checking for understanding strategies and techniques.		

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Teachers are at varying **B.2** Who Teacher Level 3x per year levels of using Differentiated Instruction strategies. Strategy: -Steven Sims -Teachers reflect on lessons - FAIR during the unit citing/using -Teri Madill specific evidence of learning and This reading strategy crosses all content areas. use this knowledge to drive future Teachers tend to give all students the same lesson. The purpose of this strategy is to strengthen the core curriculum. Students' -Laura Schulte instruction. handouts, etc. comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction strategies. Differentiated -Team Leaders Teachers record their students' During the Grading Instruction is based on: acceleration, enrichment, extensions and remediation. Period individual progress. Peer and Mentor Evaluators Common assessments (pre, post, mid, Action Steps PLC Level section, end of unit) How Data is used to identify effective Projects Plan higher order activities in future -PLC logs turned into administration. Administration lessons. provides feedback Teacher Planning Evidence of strategy in teachers' lesson plans seen during Leadership Team Level -Using data from previous assessments and daily classroom performance/ administration walk-throughs. work, teachers plan Differentiated Instruction groupings and activities for the -Leadership Team determines delivery of new content in upcoming lessons. -EET formal evaluations and maintains a school-wide data system to track student progress. -EET Pop-Ins (Admin and Peer/ Team Leaders share data with Mentor) Do I give my students: the Problem Solving Leadership -EET formal observations (Admin Team. -- Different ways to take in information and Peer/Mentor) PSLT uses data to evaluate -- Different amounts of time to complete the work EET informal observation(Admin the effectiveness of strategy implementation, supplemental and Peer/Mentor) -Different assignments depending on ability, readiness, comprehension level, instruction for targeted students learning preferences/styles, and interests. -School-based informal walkand future professional through form which includes the development for teachers. Different types of assessments school's SIP strategies. For all students, do I: -- Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study.

lillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1				
-Create a variety of activities and tasks that allows students to explore				
concepts and standards in different ways.	L.			
	_ [			
-Give students choices in some of their learning activities.				
For High Performing, Gifted, Honors and Advanced Students, do I:				
Make modifications to ensure students are challenged with higher-level thinking activities.				
Use curriculum compacting, independent study, and extension activities where appropriate				
For Lower Ability and Students with Learning Difficulties:				
-Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.				
For English Language Learners:				
Use gestures, visuals and graphic organizers when explaining concepts				
-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.				
-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 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	
Teachers/PLCs after the Common Assessment	
-Teachers bring their common assessment data to their PLCs.	
-Based 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)	
-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 (either as a whole lesson or mini lesson) to the whole class or targeted students.	
-	
Administrators/Leadership Team_	
- Differentiated Instruction strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.	

Hillsborough versi	on 2012-2013 School Improvement Plan (SIP)-Form SIP	<b>P-1</b>		
	Whole Faculty  -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase gradual release strategies and techniques.			
A Domontogo of	T	1		1
4. Percentage of students in Lowest 25% making learning gains in reading				
percentage of All Curriculum students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 65% to 68%.				
	65%	68%		
	(43)	(51)		
Problem-Solving Process to				
Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
			Strategy	

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1  4.1. 4.1. 4.1. 4.1. 4.1. 4.1.					
4.1.	See goals 1 and 2	4.1.	4.1.	4.1.	
4.2.	4.2.	4.2.	4.2.	4.2.	
4.3	4.3.	4.3.	4.3.	4.3.	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading					
Reading Goal #5A:  Reading Goal #5A:Ethnicity (White,					

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1						
Black, Hispanic, Asian, American Indian)						
	2012 Current Level of Performance:*	2013 Expected Level of				
the Black and Hispanic		Performance:*				
All Curriculum						
student subgroups						
will score a Level 3						
or higher on the 2013						
FCAT Reading or the						
percentage of non-						
proficient students						
will decrease by						
10%. (Safe Harbor						
Targets: Black-69%						
and Hispanic-78%)						
,						
	White:	White:				
	Black:66% (48)	Black:69% (50)				
	Hispanic:75% (93)	Hispanic:78% (97)				
	Asian:	Asian:				
	American Indian:	American Indian:				
<b>Problem-Solving</b>						
Process to						
<b>Increase Student</b>						
Achievement						
Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Evaluation Tools		
		Who and how will the fidelity be	How will the evaluation tool data be			
		monitored?	used to determine the effectiveness of strategy?			
		Nine Week Check	,			
		Will also be a second	Nine Week Check			
		What is the level of strategy implementation? What do you plan to	What is the level of strategy			
		do with the data	effectiveness? What do you plan to do			
			with the data?			

5A.1. 5A.1. 5A.1. 5A.2. 5A.2. 5A.2. 5A.2. 5A.2. 5A.3. 5A.3. 5A.3. 5A.3. 5A.3. 5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B: Reading Goal #5B: Economically Disadvantaged

	ion 2012-2013 School Improvement Plan (SIP)-Form SIP			
In grades 3-5, <b>86%</b>	2012 Current Level of Performance:*	2013 Expected Level of		
Economically		Performance:*		
Disadvantaged All				
Curriculum students				
will score a Level 3				
or above on the 2013				
FCAT Math or the				
percentage of non-				
proficient students				
will decrease by 10%.				
(Safe Harbor Target-				
69%)				
	65%	69%		
	03/0	09/0		
	(107)	(113)		
<b>Problem-Solving</b>				
Process to				
I .				
<b>Increase Student</b>				
Achievement				
Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Evaluation Tools
		Who and how will the fidelity be	How will the evaluation tool data be	
		monitored?	used to determine the effectiveness of	
		Nine Week Check	strategy?	
		Time Week Cheek	Nine Week Check	
		What is the level of strategy		
		implementation? What do you plan to	What is the level of strategy	
		do with the data	effectiveness? What do you plan to do	
5B.1.	5B.1.	5B.1.	with the data? 5B.1.	5B.1.
JD.1.	עט. 	00.1.	VD.1.	ν <b>υ</b> .1.

Hillsborough vers	sion 2012-2013 School Improvement Pla	an (SIP)-Form SIP-1		
5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
5C. Student				
subgroups not				
making Adequate				
Yearly Progress				
(AYP) in reading				
L				
Reading Goal #5C:				
Reading Goal #5C:				
English Language Learners (ELL)				
	2012Current Level of Performance:*	2013 Expected Level of		
N/A		Performance:*		
				1
<b>Problem-Solving</b>				
Process to				
Increase Student				
Achievement				
1 teme venient				<u> </u>

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1					
Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Evaluation Tools	
		Who and how will the fidelity be	How will the evaluation tool data be		
		monitored?	used to determine the effectiveness of strategy?		
		Nine Week Check	Nine Week Check		
		What is the level of strategy			
		implementation? What do you plan to do with the data	What is the level of strategy effectiveness? What do you plan to do		
			with the data?		
5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
5D. Student					
subgroups not making Adequate					
Yearly Progress					
(AYP) in reading					
Reading Goal #5D:					
Reading Goal #5D:					
Students with					
Disabilities (SWD)					

Check Evaluation Tools
tool data be ectiveness of
scuveness of
neck
Saturations
strategy you plan to do
1?
5D.1.
5D.2.
5D.3.
to e

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 PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Student Engagement	K-5	-PLC	School-wide	meemgo	Classroom walk-throughs	Administration Team
		-Reading Coach		-PLCs: On-going	Optional peer teacher observations	Reading Coach
				*Each grade level meets bi-weekly.		
Higher Order Thinking	. V 5	-PLC	School-wide	-PLCs: On-going	Classes are walls through	Administration Team
riighei Ordei Tillikilig	3 K-3	-FLC	School-wide	-FLCs. Oil-going	Classroom walk-throughs	Administration Team
		-Reading Coach		*Each grade level meets bi-weekly.	Optional peer teacher observations	Reading Coach

Hillsborough vers	sion <b>2012-20</b> K-5	13 School Imp	provement Plan (SIP)-For School-wide	rm SIP-1 -PLCs: On-going	Classroom walk-throughs	Administration Team
Instruction		-Reading Coach		*Each grade level meets bi-weekly.	Optional peer teacher observatio	ns Reading Coach
Checks for understanding	K-5	-PLC	School-wide	-PL*Each grade level meets bi-weekly.	Classroom walk-throughs	Administration Team
		-Reading Coach		Cs: On-going	Optional peer teacher observatio	ns Reading Coach
PLC Training for faculty	K-5	Administration Team	n School-wide	August/2012	PLC monitoring	Administration Team
·		- Shannon			Team Feedback Form turn ins	Team Leaders
Progress Monitoring/ CBM Training for	K-5	Bogle Administration Team	n School-wide	-August/2012 On-going	PLC monitoring	Administration Team
faculty		-Mchenry			MTSS data gathering instrument	
Using mini-lessons to re-teach and reinforce	K-5	Lerebours -PLC	School-wide	PLCs: On-going	Classroom walk-throughs	Team Leaders Administration Team
essential skills in the core curriculum		-Reading Coach		*Each grade level meets bi-weekly.	Optional peer teacher observatio	ns Reading Coach
Faculty trainings on strategies to enhance	K-5	Faculty members	School-wide	September 25 On-going	Classroom walk-throughs	Administration Team
the BL and AL Reader	TS.	memoers				Reading Coach
Reading Budget (		s needed)				
Include only school-tactivities/materials ar		ict				

September 2012 Rule 6A-1.099811 Hillsborough Revised September 28, 2012

funded activities/materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
ELP: Extended Learning Program	Highly Qualified Teachers	Hillsborough County Public Schools: Division of Curriculum and Instruction	
	Classroom Materials		
Subtotal: \$			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$			
Total: \$			

End of Reading Goals

# **Mathematics Goals**

### **Goal 1 – Elementary using FCAT Math Data**

1. Students		
achieving		
proficiency (Level		

Hillsborough vei	rsion 2012-2013 School Improvement Plan (SIP)-Form SII	2-1		
3 or above) in				
mathematics				
Mathematics Goal				
#1:				
· · · ·	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
		•		
In grades 3-5,				
the percentage of				
Standard Curriculum				
students scoring a				
Level 3 or higher				
on the 2013 FCAT				
Math will increase				
from 70% to 75%.				
110111 /0/0 to /3/0.				
	700/	7.50/		
	70%	75%		
	(2.2.2.)	(5.54)		
	(289)	(361)		
Problem-	/			
<b>Solving Process</b>				
to Increase				
Student				
Achievement				
A direct ID	G: A	D	D. H. D.	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
		Wontoring	Effectiveness of	
			Strategy	
	I .		Strategy	

Strategy  Strategy  Strategy  Strategy  Steven Sims  -Teachers reflect on lessons during the unit citing/using  The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of and high performing and high perfor	Hillsborough vei	rsion 2012-2013 School Improvement Plan (SIP)-Form SII	<u>[-1                                    </u>		
Strategy  Or Differentiation (both with the low performing and high performing and hig		1.1	Who	Teacher Level	2x per year
of Differentiated instruction (both with the low performing and high performing students).  The purpose of lihis strategy is to strengthen the math core curriculum. Students' the low performing students).  The purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is to strengthen the math core curriculum. Students' the purpose of lihis strategy is teacher's use of all the math core curriculum. Students the complemental stall stand in the first students' and with the student in students what they are expected to learn in order to demonstrate mastery or the assessment? How will we explain to students what they are expected to learn in order to demonstrate mastery or the assessment data in order to demonstrate mastery or the assessment and monitoring?  How will we collect and track end-of-unit assessment data in order to evaluate  The purpose of his strategy is to strength in a whole less on to the stall the questions. The purpose of the questions and purpose of the question is stall	varying levels of				
of Differentiated instruction (both with the low performing students).  The purpose of this strategy is to strengthen the math core curriculum. Students is the purpose of this strategy is to strengthen the math core curriculum. Students is the purpose of this strategy is to strengthen the math core curriculum. Students is the purpose of this strategy is to strengthen the math core curriculum. Students is the purpose of this strategy is to strengthen the math core curriculum. Students is the purpose of this strategy in teachers individual progress.  Plan  Plan   P		Strategy	Steven Sims	Teachers reflect on lessons	District Baseline and
Instruction (both with the low performing and low performin		<u>Stategy</u>	Steven Sims		
since to the performing students of course content/standards increases through teacher's use of that to inform instruction. Teachers will provide Differentiated Instruction of the common assessments to ensure the mastery of essential skills.    Action Steps	Instruction (both with	The nurpose of this strategy is to strengthen the math core curriculum. Students'	Teri Madill		ivita real resting
state to inform instruction. Teachers will provide Differentiated Instruction (DI) is a result of the common assessments to ensure the mastery of essential skills.    Common assessments to ensure the mastery of essential skills.	the low performing		- Terr Madin		
students).  as a result of the common assessments to ensure the mastery of essential skills.  Action Steps  Plan  Plan  Plan  PLC logs turned into administration provides feedback.  Planmine/PLC Before the Lesson  PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs are answering 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?" Specifically, PLCs reflect on the following questions:  - Does the assessment match the intended essential learnings and learning argests? (EET Rubric 1B, 4d)  - Are we going to use an assessment from our adopted content materials? Will we twe all the questions? Will we drop some of the questions? Do we need to add additional questions?  - 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 when the student in self-assessment and monitoring?  - How will we involve the student in self-assessment data in order to evaluate  - How will we we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate  - How will we collect and track end-of-unit assessment data in order to evaluate	and high performing		Team Leaders	<u> </u>	
Action Steps  Plan  Plan  Planming/PLCs Before the Lesson  -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?" Specifically, PLCs reflect on the following questions:  -Does the assessment match the intended essential learnings and learning targets? (EET Rubric 1)  -Are we going to use an assessment from our adopted content materials? Will we wise all the questions? Will we drop some of the questions? Do we need to add additional questions? Will we drop some of the questions? Do we need to looks like?  -How will we explain to students what they are expected to learn in order to elemonstrate 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 and monitoring?  -How will we collect and track end-of-unit assessment and monitoring?  -How will we collect and track end-of-unit assessment and monitoring?  -How will we collect and track end-of-unit assessment and monitoring?  -How will we collect and track end-of-unit assessment and monitoring?  -How will we collect and track end-of-unit assessment and morator to evaluate	students).		Team Leaders	mstraction.	During the Grading
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student growth? (EET Rubric 1f, 4d).				ream:	
		student growth? (EET Rubric 1f, 4d).			

	<u> Leadership Team Level</u>
As a Professional Development activity in their PLCs, teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.	-Data will be used to plan for future supplemental instruction.
Do/Check	
Teachers in the Classroom	
PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.	
At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)	
Check/Act	
Teachers/PLCs after the Common Assessment	
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)	
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 miniessons 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 of essential kills.	
PLCs discuss how the data will be used to Differentiate Instruction during the nitial teaching of the upcoming lesson.	
After the assessment, teachers provide timely feedback and students use the edback to enhance their learning. (EET Rubric 3d)	

Hillsborough vei	rsion 2012-2013 School Improvement Plan (SIP)-Form SIF	<b>?-1</b>	
	Whole Faculty  -Throughout the school year, teachers participate in faculty SIP Reviews.		
	tary using FCAT Math Data		
2. Students achieving above proficiency (Levels 4 or 5) in mathematics			

Mathematics

Mathematics Goal

#2:

2012 Current Level of Performance:\*

In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 46% to 51%.

	46% (123)	51% (155)		
Problem- Solving Process to Increase Student Achievement		(133)		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Who Teacher Level 2x per vear Teachers are at -Steven Sims -Teachers reflect on lessons Strategy District Baseline and varying skill levels during the unit citing/using Mid-Year Testing with higher order specific evidence of learning and The purpose of this strategy is to strengthen the math core curriculum. Students' -Teri Madill questioning techniques.comprehension of course content/standards increase through participation in use this knowledge to drive future higher order thinking questioning techniques to promote critical thinking and instruction. -Team Leaders problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/ Peer and Mentor Evaluators -Teachers record their students' PLC meetings need prompts to challenge students cognitively, advance high level thinking and individual progress towards During the Grading to focus on identifying discourse, and promote meta-cognition. (EET Rubric 1e, 3b) Period mastery. and writing higher order questions to - Common How deliver during the assessments (pre, post. lessons. PLC Level PLC logs turned into mid, section, end of Action Steps administration. Administration unit) provides feedback. Data is used to identify effective Plan activities in future lessons. Evidence of strategy in teachers' Teacher PD for General Higher Order lesson plans seen during administration walk-throughs. Teachers attend professional development activities on higher order questioning Leadership Team Level strategies and apply those strategies in the classroom. -EET formal evaluations -Leadership Team determines EET Pop-Ins (Admin and Peer/ and maintains a school-wide data Mentor) system to track student progress. Planning/PLCs Before the Lesson EET formal observations (Admin Team Leader shares data with PLCs identify the common assessment for the upcoming unit of instruction. and Peer/Mentor) the Problem Solving Leadership PLCs answer the question "How do we know if they have learned it?" (EET Team. Rubric 1f, 4d) -EET informal observation(Admin and Peer/Mentor) -PSLT uses data to evaluate Within PLCs, teachers discuss how to scaffold questions and activities to meet the effectiveness of strategy the differentiated needs of students for upcoming lessons. -School-based informal walkimplementation, supplemental instruction for targeted students through form which includes the -Teachers design higher order questions to increase rigor in lesson plans and and future professional school's SIP strategies. promote student accountable talk. development for teachers. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)

September 2012 Rule 6A-1.099811 Hillsborough Revised September 28, 2012

Do/Check

Hillsborough ve	rsion 2012-2013 School Improvement Plan (SIP)-Form SIP	-1	
	Teachers in the Classroom	_	
	-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)		
	-During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)		
	-Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)		
	-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)		
	-At the end of the unit, teachers administer the common assessment.		
	Check/Act		
	PLCs After the Common Assessment		
	-Teachers bring their common assessment data back to the PLCs.		
	-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)		
	-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)		
	-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)		
	_		
	Administrators/Leadership Team_		
	-Team Leaders address higher order thinking questioning techniques, allowing teachers to share successes and challenges.		

# Goal 3 – Elementary using FCAT Math Data

3. Percentage of students making learning gains in mathematics  Mathematics Goal #3:		
	2013 Expected Level of Performance:*	

,	67% (180)	70% (213)		
Problem- Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

3.1.	3.1.	Who_	Teacher Level	2x per year
levels of expertise	<u>Strategy</u>	-Steven Sims	-Teachers reflect on lessons during the unit citing/using	District Baseline and Mid-Year Testing
in using checks for understanding techniques.	The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content improves by participation in regular Checks for	-Teri Madill	specific evidence of learning and use this knowledge to drive future	
	Understanding during and at the close of the lesson. (EET Rubric 3b and 3e)	-Team Leaders	instruction.	During the Grading
		_	-Teachers record their students' individual progress towards	Period_
	Action Steps_	<u>How</u>	mastery.	- Common assessments (pre, post
	Plan	-PLC logs turned into administration		mid, section, end of unit)
	<u>Teacher Planning</u>	ĺ	PLC Level	
	instruction. PLCs answer the question, "What do we want students to learn?"  (EET Rubric 1e, 4d)  With PLCs teachers plan ways to check for understanding throughout the		-Data is used to identify effective	
		activities in future lessons.		
		-EET formal evaluations	Leadership Team Level	
		-EET Pop-Ins (Admin and Peer/ Mentor)	-Leadership Team determines	
	-With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as:	-EET formal observations (Admin	and maintains a school-wide data	
	Think-Pair-Share	and Peer/Mentor)	-Team Leader shares data with	
	Think and Write	-EET informal observation(Admin and Peer/Mentor)		
	Exit Tickets (Teach Like a Champion)	-School-based informal walk-	-PSLT uses data to evaluate	
	Check for Understanding (Teach Like a Champion)	through form which includes the school's SIP strategies.	the effectiveness of strategy implementation, supplemental	
	(EET Rubric 1a, 3b, 4d)		instruction for targeted students and future professional	
	-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?"		development for teachers.	
		_		
	Do/Check			

Hillsborough ve	rsion 2012-2013 School Improvement Plan (SIP)-Form SIP	-1	
	Teachers in the Classroom.		
	-During the lesson, teachers consistently implement checks for understanding strategies effectively. (EET Rubric 3b)		
	Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. (EET Rubric 3b, 3c, 3d, 3e)		
	-Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies such as:		
	When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.		
	Offering an alternative explanation, approach, style of questioning or student activity.		
	Implementing a collaborative structure activity.		
	Significantly modifying the activity.		
	Changing the pace.		
	Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success.		
	If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges.		
	(EET Rubric 3e)		
	-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)		
	Check/Act		
	Teachers/PLCs after the Common Assessment		

sion 2012-2013 School Improvement Plan (SIP)-Form SIP	-1		
Teachers bring their common assessment data to their PLCs.			
Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)			
In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d)			
Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)			
After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)			
Checking for understanding strategies and techniques are discussed on the Leadership Team's agenda in order to improvise strategy implementation, concentrating on barriers and how they can be overcome.			
Whole Faculty			
Throughout the school year, teachers will participate in faculty SIP Reviews.			
ary using FCAT Math Data			
	Teachers bring their common assessment data to their PLCs.  Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)  In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d)  Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future essons. (EET 1c, 1f, 4a, 4d, 4e)  After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)  Administrators/Leadership Team  Checking for understanding strategies and techniques are discussed on the Leadership Team's agenda in order to improvise strategy implementation, concentrating on barriers and how they can be overcome.  Whole Faculty  Throughout the school year, teachers will participate in faculty SIP Reviews.	Teachers bring their common assessment data to their PLCs.  Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)  In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d)  Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future essons. (EET 1c, 1f, 4a, 4d, 4e)  After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)  Administrators/Leadership Team  Checking for understanding strategies and techniques are discussed on the Leadership Team's agenda in order to improvise strategy implementation, concentrating on barriers and how they can be overcome.  Whole Faculty  Throughout the school year, teachers will participate in faculty SIP Reviews.	Teachers bring their common assessment data to their PLCs.  Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)  In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d)  Using the data, effective checking for understanding strategies and techniques are identified, discussed, and modeled in order to implement techniques in future essons. (EET 1c, 1f, 4a, 4d, 4c)  After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)  Administrators/Leadership Team  Checking for understanding strategies and techniques are discussed on the leadership Team's agenda in order to improvise strategy implementation, concentrating on barriers and how they can be overcome.  Whole Faculty  Throughout the school year, teachers will participate in faculty SIP Reviews.

	sion 2012-2013 School improvement Plan (SIP)-Form SI	l -1		
<u>#4:</u>				
	2012 Current Level of Performance:*	2013 Expected Level of		
		Performance:*		
1 2 5 4				
In grades 3-5, the				
percentage of All				
Curriculum students				
in the bottom				
quartile making				
quartile making				
learning gains on the				
2013 FCAT Math				
will increase from				
62% to 65%.				
0270 to 0370.				
		C = 0 /		
	62%	65%		
	0 <b>2</b> / <b>0</b>	00,0		
	(11)	(40)		
	(41)	(49)		
Problem-		/		
<b>Solving Process</b>				
to Increase				
Student				
Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine	Evaluation Tool
		Monitoring	Effectiveness of	
			Strategy	
L		1	Stratobj	

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 4.1. See goals 1, 2, and 3. 4.2. 4.2. 4.2. 4.2. 4.2. 4.3. 4.3. 4.3. 4.3. 4.3.

# **Goal 5 – Elementary using FCAT Math Data**

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics		
Mathematics Goal #5A: Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 2012 Current Level of Performance:\* 2013Expected Level of Performance:\* In grades 3-5, 86% of the Black and Hispanic All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Math or the percentage of nonproficient students will decrease by 10%. (Growth Model Targets: Hispanic –86%) (Safe Harbor Targets: Black -73%) White: White: Black:70% Black:73% Hispanic:77% Hispanic:86% Asian: Asian: American Indian: American Indian: Problem-**Solving Process** to Increase Student Achievement

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
			Strategy		
5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
	See goals 1, 2, and 3.				
5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics					
Mathematics Goal #5B: Mathematics Goal #5B: Economically Disadvantaged					

	sion 2012-2013 School Improvement Plan (SIP)-Form SIP			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
	67%	70%		
	(110)	(115)		
Problem- Solving Process to Increase				
Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5B.1. \$B.1. 5B.1. 5B.1. See goals 1, 2, and 3. 5B.2. 5B.2. 5B.2. 5B.2. 5B.2. 5B.3 5B.3. 5B.3. 5B.3. 5B.3.

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: Mathematics Goal #5C: English Language Learners (ELĽ) 2013 Expected Level of 2012 Current Level of Performance:\* N/A Performance:\* Problem-**Solving Process** to Increase Student Achievement Anticipated Barrier Person or Position Responsible for Process Used to Determine **Evaluation Tool** Strategy Monitoring Effectiveness of Strategy

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1  5C.1.					
5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D: Mathematics Goal #5D: Students with Disabilities					
(SWD)					

Strategy

Person or Position Responsible for Monitoring Evaluation Tool

Process Used to Determine Effectiveness of

Strategy

Achievement
Anticipated Barrier

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SD.1. SD.1. SD.1. 5D.1. 5D.1. 5D.2. 5D.2. 5D.2. 5D.2. 5D.2. 5D.3. 5D.3. 5D.3. 5D.3. 5D.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

professional development o PLC activity. PD Content /Topic	r 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)		
Student Engagement	K-5	-PLC	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
					Optional peer teacher observations	
Higher Order Thinking	g K-5	-PLC	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
					Optional peer teacher observations	
Differentiated Instruction	K-5	-PLC	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
msu uction					Optional peer teacher observations	
Checks for	K-5	-PLC	School-wide	-PLCs: On-going	Classroom walk-throughs	Administration Team
understanding					Optional peer teacher observations	

Using mini-lessons K-5 -PLC School-wide -PLCs: On-going Administration Team to re-teach and

to re-teach and

reinforcement essential Classroom walk-throughs

skills in the core curriculum

Optional peer teacher observations

Technology and hands- K-5

-PLC

School-wide

-PLCs: On-going

Classroom walk-throughs

Administration Team

on activities

Optional peer teacher observations

Faculty Trainings on K-5 New Generation Math Various faculty School-wide members

September 26/On-going

Classroom walk-throughs

Administration Team

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.  Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ELP: Extended Learning Program	Highly Qualified Teachers  Classroom Materials	Hillsborough County Public Schools: Division of Curriculum and Instruction	*Full budget was listed under reading. ELP at our school consists of reading, writing, and math.
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

Professional Development
Strategy
Description of Resources
Funding Source
Amount

Subtotal:
Other
Strategy
Description of Resources
Funding Source
Amount

Total:

End of Mathematics Goals

**Science Goals** 

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).				
1. Students				
achieving				
proficiency (FCAT				
Level 3 or above) in				
science				
Science Goal #1:				

	2012-2015 School Improvement Plan (SIP)-Form			
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 66% to 68%.	Current Level of Performance:*	2013 Expected Level of Performance:*		
	66%	68%		
	(101)	(98)		
Problem- Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

milisborough ver	ision 2012-2013 School Improvement Plan (SIP)-Form SIP	-1		
-Not all teachers of	1.1	Who	Teacher Level	2x per year
the same course give				
the same common	Guarda a	Gt Gim	T 1	District Describer and
assessment at the end	Strategy	-Steven Sims		District Baseline and
of the instructional				Mid-Year Testing
	The purpose of this strategy is to strengthen the science core curriculum.	-Teri Madill	specific evidence of learning and	
cycle.	Students' comprehension of course content/standards increases through teacher's		use this knowledge to drive future	
	use of data to inform instruction. Teachers provide Differentiated Instruction (DI)	Team Leaders	instruction.	
	as a result of the common assessments to ensure the mastery of essential skills.			
	as a result of the common assessments to ensure the mastery of essential skins.	Peer and Mentor Evaluators		
- Teachers at		Fi cei and Mentoi Evaluatois		During the Grading
	<del>-</del>		Tanahama masand thain ata danta?	Period
varying levels of		F	-Teachers record their students'	Period _
implementation	Action Steps_		individual progress towards their	
of Differentiated		<u>How</u>	goal.	- Common assessments
Instruction (both with	Plan			(pre, post, mid, section,
the low performing		-PLC logs turned into		end of unit)
and high performing		administration. Administration		<b>1</b>
students).	Planning/PLCs Before the Lesson		PLC Level	
students).		provides recuback.	I LC LCVCI	
	PLCs identify the essential skills and learning targets for the upcoming unit of	F : 1	Francis de la Di Cardend de la	
	instruction. PLCs answer the question, "What do we want students to learn?"	Evidence of strategy in teachers'	- For each class, PLCs chart their	
	(EET Rubric 1e, 4d)	lesson plans seen during	overall progress towards the	
	(221 1140110 10, 14)	administration walk-throughs.	goals.	
	PLCs identify the common assessment for the upcoming unit of instruction.			
		-EET formal evaluations		
	PLCs are answering the question, "How do we know if they have learned it?"			
	Specifically, PLCs reflect on the following questions:	-EET Pop-Ins (Admin and Peer/	-After each assessment, PLCs will	
		Mentor)	ask the following questions:	
	-Does the assessment match the intended essential learnings and learning	ivientoi)	ask the following questions.	
	targets?(EET Rubric 1f)			
		-EET formal observations (Admin		
	-Are we going to use an assessment from our adopted content materials? Will	and Peer/Mentor)	inform our instruction?	
	we use all the questions? Will we drop some of the questions? Do we need to			
		-EET informal observation(Admin	2. What barriers to	
	add additional questions?	and Peer/Mentor)	implementation are we facing and	
		<b>1</b>	how will we address them?	
	If using a rubric, have we come to consensus what each level of the rubric looks	-School-based informal walk-	now will we dadress them:	
	like?		2 7 1 1 1	
		through form which includes the	3. To what degree are we making	
	-How will we explain to students what they are expected to learn in order to	school's SIP strategies.	progress towards our goal?	
	demonstrate mastery on the assessment? How will we explain to students the			ĺ
	performance standards by which their learning will be evaluated?		4. Are there skills that need to be	ĺ
	performance standards by which their tearning will be evaluated?		re-taught in a whole lesson to the	
1			entire class?	
1	How will we involve the student in self-assessment and monitoring?		o crass.	ĺ
1			5. Are there skills that need to be	
1	How will we collect and track end-of-unit assessment data in order to evaluate			
1	student growth? (EET Rubric 1f, 4d).		re-taught as mini-lessons to the	ĺ
			entire class?	
1				ĺ
L				

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 6. Are there skills that need to re-As a Professional Development activity in their PLCs, teachers plan for taught to targeted students? Differentiated Instruction using data from previous assessments to guide student groupings. 7. How do we report and share our results with the Leadership Team? Do/Check Leadership Team Level Teachers in the Classroom -Team Leaders share data with PLC teachers instruct students using the core curriculum, incorporating effective the Problem Solving Leadership strategies and Differentiated Instruction activities discussed at their PLC meetings. At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d) -Data will be used to plan for future supplemental instruction. Check/Act Teachers/PLCs after the Common Assessment -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) -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 of essential skills.

PLCs discuss how the data will be used to Differentiate Instruction during the

After the assessment, teachers provide timely feedback and students use the

initial teaching of the upcoming lesson.

feedback to enhance their learning. (EET Rubric 3d)

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Whole Faculty Throughout the school year, teachers participate in faculty SIP Reviews. .2. 1.2. 1.2. 1.2. 1.2. 1.3. 1.3. 1.3. 1.3. 1.3. 2. Students achieving above proficiency (FCAT Levels 4 or 5) in science Science Goal #2: 2013 Expected Level of 2012 Current Level of Performance:\* Performance:\* In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 23% to 25%.

	23%	25% (36)		
Problem- Solving Process to Increase Student Achievement	\			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Who Teacher Level Teachers are at -Steven Sims -Teachers reflect on lessons Strategy 2x per year varying skill levels during the unit citing/using with higher order specific evidence of learning and The purpose of this strategy is to strengthen the math core curriculum. Students' -Teri Madill District Baseline and questioning techniques. comprehension of course content/standards increases through participation in use this knowledge to drive future Mid-Year Testing higher order thinking questioning techniques to promote critical thinking Team Leaders instruction. and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/ Peer and Mentor Evaluators -Teachers record their students' PLC meetings need During the Grading prompts to challenge students cognitively, advance high level thinking and individual progress towards to focus on identifying discourse, and promote meta-cognition. (EET Rubric 1e, 3b) Period mastery. and writing higher order questions to Common assessments How deliver during the (pre, post, mid, section, lessons. PLC Level end of unit) -PLC logs turned into Action Steps administration. Administration provides feedback. Data is used to identify effective Plan activities in future lessons. Evidence of strategy in teachers' Teacher PD for General Higher Order lesson plans seen during administration walk-throughs. -Teachers attend school-based professional development activities on higher Leadership Team Level order questioning strategies and apply those strategies in the classroom. -EET formal evaluations -Team Leaders determine what EET Pop-Ins (Admin and Peer/ specific data will be reported to the Leadership Team. Mentor) Planning/PLCs Before the Lesson EET formal observations (Admin -Leadership Team determines PLCs identify the common assessment for the upcoming unit of instruction. and Peer/Mentor) and maintains a school-wide data PLCs answer the question "How do we know if they have learned it?" (EET system to track student progress. Rubric 1f, 4d) -EET informal observation(Admin and Peer/Mentor) -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -School-based informal walkthrough form which includes the -Teachers design higher order questions to increase rigor in lesson plans and school's SIP strategies. promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)

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Do/Check

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	Teachers in the Classroom		
	-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)	_	
	-During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)		
	-Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)		
	-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)		
	-At the end of the unit, teachers administer the common assessment.		
	Check/Act		
	PLCs After the Common Assessment		
	-Teachers bring their common assessment data back to the PLCs.		
	-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)		
	-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)		
	-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)		
	-		
	Administrators/Leadership Team_		
	-Team Leaders put higher order thinking questioning techniques questions on every agenda, allowing teachers to share successes and challenges.		

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The higher order strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.

Whole Faculty

Throughout the school year, teachers participate in faculty SIP Reviews.

2.3

2.2.

2.3

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.

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2.2.

2.3

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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)		
Identification of common assessments	K-5	PLC	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team
Student Engagement	K-5	PLC	School-wide	PLCs: On-going	Optional peer teacher observations Classroom walk-throughs	Administration Team
Higher Order Thinking	g K-5	PLC	School-wide	PLCs: On-going	Optional peer teacher observations Classroom walk-throughs	Administration Team
Differentiated Instruction	K-5	PLC	School-wide	PLCs: On-going	Optional peer teacher observations Classroom walk-throughs	Administration Team
Lab, technology and hands-on activities	K-5	PLC	School-wide	PLCs: On-going	Optional peer teacher observations Classroom walk-throughs	Administration Team
Faculty Training on What A Successful Science Classroom Should Look Like	K-5	Various faculty members	y School-wide	August 2012	Optional peer teacher observations Classroom walk-throughs	Administration Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.  Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1						
Subtotal:						
Professional Development						
Strategy	Description of Resources	Funding Source	Amount			
Subtotal:						
Other						
Strategy	Description of Resources	Funding Source	Amount			
Subtotal:						
Total:						

End of Science Goals

# **Writing Goals**

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

1. Students achieving AYP		
Proficiency		
(FCAT Level 3.0 or higher) in writing		
Writing Goal #1: Not required if		
school scores 90% or higher 3.0		

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1					
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Not required					
	91%	94% (151)			
	(113)	(151)			
Problem- Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Nine Week Check  What is the level of strategy implementation? What do you plan to	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?  Nine Week Check  What is the level of strategy effectiveness? What do you plan to do with the data?	Evaluation Tools	
1.1.	1.1.	1.1.		1.1.	

Hillsborough version 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.	1.2.	1.2.	
I1 3	1 3	11 3	1 3	1 3	

2. Students achieving Adequate Yearly Progress			
(FCAT Level 4.0 or higher) in writing  Writing Goal #2:			
	2012 Current Level of Performance:*	2013 Expected Level of Performance.*	
Not Required			
	45%	50%	
	(63)	(80)	

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Problem-**Solving Process** to Increase Student Achievement Anticipated Barrier Fidelity Check Strategy Data Check **Evaluation Tools** Strategy Who and how will the fidelity be How will the evaluation tool data be monitored? used to determine the effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy implementation? What do you plan to What is the level of strategy effectiveness? What do you plan to do do with the data with the data? 2.1. 2.1. 2.1. 2.3. 3A. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Writing Goal #3A: Writing Goal #3A: Ethnicity (White, Black, Hispanic, Asian, American Indian) 2012 Current Level of Performance:\* 2013 Expected Level of Not Performance:\* Required Problem-**Solving Process** to Increase Student **Achievement** Fidelity Check Anticipated Barrier Strategy Data Check Strategy **Evaluation Tools** Who and how will the fidelity be How will the evaluation tool data be monitored? used to determine the effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy implementation? What do you plan to What is the level of strategy effectiveness? What do you plan to do do with the data with the data?

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1					
3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Student					
subgroups not					
making Adequate					
Yearly Progress					
(AYP) in writing					
Writing Goal #3B:					
Writing Goal #3B:					
<b>Economically</b>					
Disadvantaged					
Not	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
		Performance:*			
Required					
_					

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Problem-**Solving Process** to Increase Student Achievement Fidelity Check Strategy Data Check Anticipated Barrier Strategy **Evaluation Tools** Who and how will the fidelity be How will the evaluation tool data be monitored? used to determine the effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy implementation? What do you plan to What is the level of strategy effectiveness? What do you plan to do do with the data with the data? 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.2. 3B.2. 3B.2. 3B.2. 3B.2. 3B.3. 3B.3. 3B.3. 3B.3. 3B.3.

3C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #3C: Writing Goal #3C: English Language Learners (ELL)  Not Required	2012 Current Level of Performance:*	2013 Expected Level of Performance.*	
Problem- Solving Process to Increase Student Achievement		()	

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Anticipated Barrier Strategy Fidelity Check Strategy Data Check **Evaluation Tools** Who and how will the fidelity be How will the evaluation tool data be monitored? used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy implementation? What do you plan to Nine Week Check do with the data What is the level of strategy effectiveness? What do you plan to do with the data? 3C.1. 3C.1. 3C.1. 3C.1. 3C.1. 3C.2. 3C2. 3C2. 3C.2. 3C.2 3C.3. 3C.3. 3C.3. 3C.3. 3C.3. 2D Student

SD. Student	1		i
subgroups not			
making Adequate			
Yearly Progress			
(AYP) in writing			
	•		

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Writing Goal #3D: Writing Goal #3D: Students with Disabilities (SWD) 2013 Expected Level of 2012 Current Level of Performance:\* Not Performance:\* Required Problem-**Solving Process** to Increase Student **Achievement** Anticipated Barrier **Fidelity Check** Strategy Data Check **Evaluation Tools** Strategy Who and how will the fidelity be How will the evaluation tool data be monitored? used to determine the effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy implementation? What do you plan to What is the level of strategy do with the data effectiveness? What do you plan to do with the data? 3D.1. 3D.1. 3D.1. 3D.1. 3D.1.

	(3)			
3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

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

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

Nonce The Control of the Control of

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)

K-5 School-wide Language Arts Classroom walk-throughs Administration Team

Teachers

Writing Strategies PLCs: On-going Optional peer teacher observations

District Trainers

Rubric Training for Embedded Assessments	K-5	District Trainers	S School-wide Language Arts Teachers	PLCs: On-going	Classroom walk-throughs	Administration Team
					Optional peer teacher observations	5
	K-5	District Trainers	S School-wide Language Arts Teachers	PLCs: On-going	Classroom walk-throughs	Administration Team
Holistic Scoring Training	g				Optional peer teacher observations	3
Differentiated Instruction	K-5	PLC	School-wide Language Arts Teachers	PLCs: On-going	Classroom walk-throughs	Administration Team
		District Trainers			Optional peer teacher observations	3
Faculty Training on Writing the Collins Way	K-5	Various faculty members	School-wide	PLCs: On-going	Classroom walk-throughs	Administration Team

Writing Budget (Insert rows as needed)

writing Budget (misert to we as need	<i>(ea)</i>		
Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 ELP: Hillsb \*Full Highly Exte Qual orough budget ified County nded was Lear Teacher Public listed Sch ning under S Progra ools: reading Divis . ELP m Class ion of at our room Cur school Materia riculu consi m and sts of read Instruc ing, tion writin g, and math. Subtotal: Technology Description of Resources **Funding Source** Strategy Amount **Subtotal:** Professional Development Description of Resources Strategy **Funding Source** Amount Subtotal: Other Description of Resources **Funding Source** Strategy Amount Subtotal:

September 2012 Rule 6A-1.099811 Hillsborough Revised September 28, 2012

Total:

End of Writing Goals

### **Attendance Goal(s)**

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

ATTENDANCE GOAL(S)	Problem-				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tools	

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

1. Attendance 1.1. 1.1 1.1 1.1 1.1 1.1

1. Attendance	1.1.	1.1.	1.1	1.1.	1.1	
Attendance Goal #1:						
	Most	When a	Judy Vargas- DP Clerk	Reports from EASI sign in	Instructional Planning	
	students with	student			Tool Attendance/	
		reaches		determine if the problem	Tardy data	
	unexcused	5 days of	David Kincade- Social	is improving and which		
	absences	unexcused	Worker	students should be targeted.		
	(10 or more)	absences,				
	have serious	guidance				
	personal or	counselors	Sue Chapin- Guidance			
	family issues	or other	Counselor			
	that are	identified				
		staff contacts				
		the parents				
		via the phone	Melissa Porfirio-			
		and records documenta	Psychologist			
		tion on the				
		Attendance				
		Intervention				
		c	*Monitored through			
		(SB90717).	Education Connect			
		(52)0,17).				
		An				
		attendance				
		referral is				
		generated.				
		The social				
		worker				
		and other				
		relevant				
		personnel				
		(e.g.,				
		guidance counselor,				
		school				
		psychologist,				
		SRO)				
		communi				
		cates with				
		the family				

Hillsborough version 2012-2013 Sch	ool Improvement Plan (SIP	)-Form SIP-1		
	to create an			
	Attendance	1		
	Improvement Plan.	1		
2012Current	2013 Expected	<del>                                     </del>		
Attendance	Attendance	1		
Rate:*	Rate:*	1		
		1		
1. The attendance rate will		1		
increase from 95.7% in 2011-		1		
2012 to 96% in 2012-2013.		1		
2. The number of students who				
have 10 or more <u>unexcused</u>		1		
absences throughout the		1		
school year will <b>decrease by</b>		1		
10% (91 in 2012 to 82 in		1		
2013)		1		
		1		
		1		
		1		
		1		
		1		
3. The number of students who		1		
have 10 or more <u>unexcused</u>		1		
tardies to school throughout		1		
the school year will decrease by 10%. (119 in 2012 to 107		1		
in 2013)		1		
2010)				
95.7%	96%			
	1			

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1									
2012 Current Number of	2013Expected Number of								
Excessive Unexcused	Students with  Excessive  Unexcused								
	<u>Absences</u>								
(10 or more)	(10 or more)								
91	82								
2012 Current Number of Students with	2013 Expected Number of								
Excessive Unexcused	Students with Excessive								
School (10 or	Unexcused Tardies to School								
	(10 or more)								
119	107								
	1.2.	2.	1.2.	1.2.	1.2.				
	1.3.	3.	1.3.	1.3.	1.3.				

Professional Development (PD) aligned with

#### Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 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)

**Attendance Budget** (Insert rows as needed)

Attenuance Duuget (mscrt nows as i	ilectical)		
Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:

Other

Strategy

Description of Resources

Funding Source

Amount

Subtotal:
Total:

End of Attendance Goals

#### **Suspension Goal(s)**

Data Source - Access info through Education Portal

- 1. 2011-2012 Total Number of In-School Suspensions
  - a. Use the **Duplicated** Student Suspension data
- 2. 2011-2012 Total Number of Students Suspended In-School
  - a. Use the **<u>Unduplicated</u>** Student Suspension data
- 3. 2011-2012 Total Number of Out-of-School Suspensions
  - a. Use the **Duplicated** Student Suspension data
  - b. Add up the OSS and ATOSS figures to come up with a final total
- 4. 2011-2012 Total Number of Students Suspended Out-of-School
  - a. Use the <u>Unduplicated</u> Student Suspension data
  - b. Add up the OSS and ATOSS figures to come up with a final total

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

		1	 $\mathcal{E} \setminus \mathcal{E}$	( //	
	Problem				
SUSPENSION GOAL(S)	-solving				
	Process				
	to				
	Decr				

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 ease Suspens ion Based on the analysis of suspension data, Anticipated Strategy Fidelity Check Strategy Data Check **Evaluation Tools** and reference to "Guiding Questions", Barrier identify and define areas in need of Who and how will the How will the evaluation tool improvement: fidelity be monitored? data be used to determine the effectiveness of strategy? 1. Suspension Suspension Goal #1: Teachers Positive Steven Sims Administration will review Suspension Data data on Office Discipline need to Behavior Teri Madill Support Referrals ODRs and out of have (PBS) will be school suspensions monthly. common school-wide implemented expectation to address s and rules school-wide and provide expectations explicit and rules, set instruction these through to students staff survey on the and discussion, and provide expectat ions and training to staff in methods for rules for appropriate teaching and reinforcing classroom behavior. the schoolwide rules and expectations

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 2013 Expected Number of 2012 Total Number of Goals In –School In- School Suspensions Suspensions 1. The total number of In-School Suspensions will decrease by 10%. (2 in 2012 to 1 in 2013) 2. The total number of students receiving In-School Suspension throughout the school year will **decrease by** 10%. (2 in 2012 to 1 in 2013) 3. The total number of Out-of-Suspensions will decrease by 10%. (7 in 2012 to 6 in 2013) 4. The total number of students receiving Outof-School Suspension throughout the school year will decrease by 10%. (7 in 2012 to 6 in 2013)

2

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 2012 Total 2013 Expected Number of Number of Students Students Suspended Suspended In-School In -School 2012 Number 2013 Expected Number of of Outof-School Out-of-School Suspensions Suspensions 6 2013 Expected 2012 Total Number of Number of Students Students Suspended Suspended Out- of-School\_ Out- of-School 7 6

1.2.

.3.

1.2.

1.3.

1.2.

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.

September 2012 Rule 6A-1.099811 Hillsborough Revised September 28, 2012

1.2.

1.3.

1.2.

1.3.

PD Content /Topic Grade Level/ PD Facilitator PD Participants Person or Position Responsible for Target Dates and Schedules Strategy for Follow-up/Monitoring Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and Schedules (e.g., frequency of school-wide) PLC Leader meetings) Faculty meetings and early K-5 District/ School Wide PLC Principal and Assistant Principal release dates Classroom walkthroughs looking for **USF** Trainer implementation of the strategies Positive Behavior Support (PBS) Faculty meetings and early CHAMPS K-5 CHAMPS School Wide PLC Principal and Assistant Principal Trainer release dates Classroom walkthroughs looking for implementation of the strategies

Suspension Budget (Insert rows as needed)

Suspension Duaget (Insert Tows as I	100000)		
Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

9		I .	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

### **Additional Goal(s)**

# **Health and Fitness**

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

Health and Fitness Goal	Problem- Solving Process to Increase Student Achieveme nt				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Toola	

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

1. Health and Fitness | 1.1. | 1.1. | 1.1. | 1.1. 1 1

l. Health and Fitness Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
Health and Fitness Goal #1:	to receive the designated minutes of physical activity per	will receive two physical education classes and	Teacher -Administration	-Walk-throughs	-Schedules -Physical Education Assessments	

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

| 2012Current | Level:\* | 2013 Expected | Level:\* | | During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 73% in 2012 to 80% in 2013. 80% **73% (101)** (115)

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1									
		1.2.	1.2.	1.2.	1.2.	1.2.			
		1.3.	1.3.	1.3.	1.3.	1.3.			
							1		

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

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

PD Content /Topic Grade Level/

Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or

school-wide)

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

**Health and Fitness Goal Budget** 

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.

Evidence-based Program(s)/Materials(s)	
Strategy	Desc
Strategy	Desc
Sul	btotal:
Technology	
Strategy	Desc
	btotal:
Professional Development	
Strategy	Descr
	h4-4-1.
	btotal:
Other	
Strategy	Desc
Grand	Total:
Continuous Improvement	
Note: If you wrote Parent Involvement goals above and they are also appropriate for Continuous Improvement, you may do a "copy and past	te."
* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).	
Problem-	
Continuous Solving Solving	

September 2012 Rule 6A-1.099811 Hillsborough Revised September 28, 2012

**Improvement Goal** 

Process to

Increase Student Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Achieveme nt Strategy Based on the analysis of school Fidelity Check Strategy Data Check Anticipated **Evaluation Tools** data, identify and define Barrier Who and how will the fidelity How will the 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 Improvement Goal Continuous Improvement - Administration will review -PLC logs Not enough -PLCs will Who Goal #1: time to meet meet on a bi-PLCs logs and provide weekly basis feedback -Administration on Mondays of early release or on Tuesdays after staff How meetings. Administration will review PLCs logs and

provide feedback.

	2012 Current Level :*	2013 Expected					
	Level :*	Level :*					
The percentage of <b>teachers</b>							
who strongly agree with							
the indicator that "teachers							
meet on a regular basis							
to discuss their student's							
learning, share best							
practices, problem solve							
and develop lessons/							
assessments that improve							
student performance							
(under Teaching and							
Learning)" will increase							
from 61% in 2012 to 65%							
in 2013.							
In 2013.							
	61%	65%					
	01/0						
	(38)	(50)					
	(00)		1.2	1.2	1.0	1.0	
		1.2	1.2	1.2	1.2	1.2.	
				Who_		-PLC logs	
		making the	agendas and use the		review PLCs logs and		
		transition		-Administration	provide feedback.		
		for keeping	Goals as a guide for PLC				
			discussion and PLC work.			-Assessment data	
		curriculum		TT.	D		
		and student focused.			-Review assessment		
		iocused.		- Administration will review	data		
				PLCs logs and provide			
				feedback.			
				iccaoack.			

]	Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1									
ſ			1.3	1.3	1.3	1.3	1.3.			
1								1		
١								1		

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		
		PLC Leader		meetings)		
Plan- Do-Check-Act	Leadership	Leadership	School-wide	PLC meets bi-weekly	Administrators and leadership team	Leadership Team
Model	Team/All	Team/PLC			walk throughs.	_
	teachers	Facilitators			C	

Administrator and leadership attendance at PLC meetings

PLC survey data

### **Continuous Improvement Goal Budget**

illsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1	
nclude, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
strategy	Descr
Subto	tal:
Sechnology	
trategy	Descr
Subto	4010
	.ai:
Professional Development	D
strategy	Descr
Subto	tal:
Other	+
Strategy	Descr
Grand To	tal:
nd of Additional Goal(s)	
omprehensive English Language Learning Assessment (CELLA) Goals	
CELLA Goals Problem-	
Solving Process	
to Increase	
Language Acquisition	

Students speak in	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
English and understand						
spoken English at grade level in a manner similar			Who and how will the fidelity be monitored?	How will the evaluation		
to non-ELL students.				tool data be used		
to non EEE students.				to determine the		
				effectiveness of strategy?		

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1								
C. Students	5C.1	5C.1	5C.1	5C.1	5C.1			
scoring proficient/								
satisfactory	-Improving the	ELLs (LYs/LFs)	Who	Teacher Level	-FAIR			
, ,	proficiency of ELL	comprehension						
	students is a high	of course content/	-School based Administrators	-Teachers reflect on	-CELLA			
Bistering	priority.	standard improves		lesson outcomes and				
Speaking.		through participation	-District Resource Teachers	use this knowledge to				
	-The majority of the	in the <b>Cognitive</b>		drive future instruction.				
	teachers are unfamiliar	Academic Language	ESOL Resource Teachers		During the Grading Period			
	with this strategy. To	Learning Approach		PLC Level				
	address this barrier,	(CALLA) strategy			-Core curriculum end of core			
	the school will	across Reading,		-PLCs reflect on lesson	common unit/ segment tests			
	schedule professional		<u>How</u>	outcomes and data	with data aggregated for ELL			
	development delivered	Social Studies and		used to drive future	performance			
	by the school's ERT.	Science.	-Administrative and	instruction.				
	-ELLs at varying levels		ERT walk-throughs using the walkthrough	-ERTs meet with				
	of		form from:	Reading, Language				
		Action Steps	L	Arts, Social Studies				
	English language		The CALLA Handbook, p. 101, Table 5.4	and Science PLCs on a				
	acquisition and	-ESOL Resource	"Checklist for Evaluating CALLA Instruction.	rotating basis to assist				
	acculturation is not	Teacher (ERT)		with the analysis of				
	consistent across core	provides professional		ELLs performance				
	courses.	development to all		data.				
		content area teachers		I and analoin Tanna I areal				
		on how to embed		Leadership Team Level	<del> -</del>			
		CALLA into core content lessons.		-Data is used to drive				
		content lessons.		teacher support and				
				student supplemental				
				instruction.				
		-Core content teachers						
		administer and analyze		-ERTs meet with				
		ELLs performance on		RtI team to review				
		assessments.		performance data				
				and progress of ELLs				
		-Teachers aggregate		(inclusive of LFs).				
		data to determine the						
		performance of ELLs						
		compared to the whole						
		group.						
		-Based on data core						
		content teachers						
		will differentiate		<u> </u>				

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 instruction to remediate/enhance instruction. 2012 Current Percent of CELLA Goal #C: Students Proficient in Listening/Speaking: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 59% to 62%. **59% (40)** 1.2. 1.2. 1.2. 1.2.

						<b></b>
Students read in English	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	i e
at grade level text in a	-	ev	ľ	٥,		i
						i
manner similar to non-			N71 11 1141 C 1 14 1 14 10	rr 211.41 1 42		i
ELL students.			Who and how will the fidelity be monitored?	How will the evaluation		1
LLL students.				tool data be used		i
						1
				to determine the		1
				effectiveness of strategy?		1

1.3.

1.3.

1.3.

Hillsborough version 2012-2013 School Improvement Plan (SIP)-Form SIP-1 D. Students 2.1. scoring proficient/ satisfactory performance in Above Reading. CELLA Goal #D: 2012 Current Percent of Students Proficient in Reading: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 22% to 25%.

misborough ve		scnooi improvei	ment Plan (SIP)-Form SIP-1	<u> </u>		
	22%					
	(15)					
	(10)	2.2.	2.2.	2.2.	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	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
English at grade level in manner similar to non- ELL students.			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
	2.1.	2.1.	2.1.	2.1.	2.1.	
coring proficient/						
atisfactory		Saa				
erformance in		See				
Vriting.		A 10 0 0				
		Above				
					ĺ	1

CELLA Goal #E:  The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 23% to 26%.	2012 Current Percent of Students Proficient in Writing:			
	23%			
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**School Advisory Council (SAC)** 

SAC Membership Compliance

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

□ Yes No

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

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 3.1	Purchase Common Core Resource materials to aid instruction	\$2,500	