Florida Department of Education

2012-2013



Deer Park Elementary

School Improvement Plan (SIP)

PART I: SCHOOL INFORMATION

| School Name: | District Name: |
|----------------------|--------------------------------|
| | |
| Deer Park Elementary | Hillsborough |
| Principal: | Superintendent: |
| | |
| Shirley Porebski | MaryEllen Elia |
| SAC Chair: | Date of School Board Approval: |
| | |
| Ashley Moore | |

Student Achievement Data:

The following links will open in a separate browser window.

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

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

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

| Position | Name | Degree(s)/ | Number of Years at | Number of Years as an | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, |
|------------------------|------------------|---|-----------------------|--------------------------|--|
| | | Certification(s) | Current School | Administrator | Lowest 25%), and AMO progress along with the associated school year) |
| Principal | Shirley Porebski | BA Elementary Ed. | 3 | 11 | 11/12: A Reading 56%, Math 52% AMO % |
| | | MA Educational | | | 10/11: A 100% AYP |
| | | Leadership | | | 09/10: A 98% AYP 08/09: A 95% AYP |
| | | | | | 07/08: A 95% AYP 06/07: A 100% AYP |
| Assistant Principal | Eric Findley | BS Elem Ed 1-6, MS Ed Leadership, Gifted, ESOL | 1 | 1 | 11/12: A Reading 56%, Math 52% AMO % |
| | | | | | 10/11:A AYP-No |

Highly Qualified Instructional Coaches

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

| Subject | Name | Degree(s)/ | Number of | Number of Years as | Prior Performance Record (include prior School Grades, |
|---------|-------------------|------------------|----------------|---------------------|--|
| | | | Years at | an | FCAT/Statewide Assessment Achievement Levels, Learning |
| Area | | Certification(s) | Current School | | Gains, Lowest 25%), and AMO progress along with the |
| | | | | Instructional Coach | associated school year) |
| | Kathryn Frankland | B.S. Elem. Ed. | 1 | 1 | 11/12: Reading 56% AMO % |
| | | | | | |
| Reading | | | | | |
| | | | | | |
| | | | | | |
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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 | Shirley Porebski | 6/2012 | |
| 2. Salary Differential (Renaissance Schools) | | | Non-Title One School |
| 3. District Mentor Program | Eric Findley | 6/2013 | |
| 4. District Peer Program | Shirley Porebski | 6/2013 | |
| 5. School-based teacher recognition system | Shirley Porebski | 6/2013 | |
| 6. Opportunities for teacher leadership | Shirley Porebski & Eric Findley | 6/2013 | |
| 7. Regular time for teacher collaboration | Eric Findley | ongoing | |

Non-Highly Qualified Instructors

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

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

| | 1 | | | |
|-----|---|---|-------|----|
| Геа | c | n | e_1 | rs |

• 9 teachers are Non-Highly Qualified

Depending on the needs of the teacher, one or more of the following strategies are implemented.

Administrators

Meet with the teachers four times per year to discuss progress on:

- Preparing and taking the certification exam
- Completing classes need for certification
- Provide substitute coverage for the teachers to observe other teachers
- Discussion of what teachers learned during the observation(s)

Academic Coach

• The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis

Subject Area Leader/PLC

• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school. When using percentages, include the number of teachers the percentage represents (e.g., 70% (35).

| To tal Nu m ber of In | % of Fir st-Ye ar Te | % of Te ach ers with | % of Te ach ers with 6- | % of Te ach ers with 15+ | % of Te ach ers wi | % Hi gh ly Qu alif | % Re ad ing En dor sed | % Na tio nal Bo ard Ce | ES OL End orse |
|-----------------------|----------------------|----------------------|-------------------------|--------------------------|--------------------|--------------------|------------------------|------------------------|-------------------------|
| of | ar | with | with | with | wi | alif | dor | ard | |
| In | Te | 1-5 | 6- | 15+ | th | ied | sed | Ce | |
| str | ach | Yea | 14 | Yea | Ad | Te | Te | rtif | |
| uc | ers | rs of | Yea | rs of | van | ac | ach | ied | |

| tio | | Exp | rs of | Exp | ced | her | ers | Те | Tea |
|-----|----|------|-------|------|-----|-----|-----|-----|------|
| nal | | erie | Exp | erie | De | S | | ac | cher |
| Sta | | nce | erie | nce | gre | | | her | s |
| ff | | | nce | | es | | | S | |
| 8 | 2. | 18 | 60 | | | 8 | 4. | 5. | 66 |
| 7 | 2 | % | % | 18 | 28 | 9 | 5 | 7 | % |
| | % | (1 | (5 | % | % | % | % | % | (5 |
| | (2 | 6) | 3) | (1 | (2 | (7 | (4 | (5 | 8) |
| |) | | | 6) | 5) | 8) |) |) | |

Teacher Mentoring Program

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

| Mentor | Mentee | Rationale for | Planned |
|--------|----------|---------------|------------|
| Name | Assigned | Pairing | Mentoring |
| | _ | | Activities |

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

| Tiffany | Catherine | The district | Weekly |
|---------|-----------|---------------|----------------------------|
| Behnke | Rivera | based | visits to |
| Dellike | Kiveia | mentor | include |
| | | is with | modeling, |
| | | the EET | U U |
| | | initiative. | co- |
| | | | teaching, |
| | | The mentor | analyzing |
| | | has strengths | student |
| | | in the | work/data, |
| | | areas of | developing |
| | | leadership, | assess |
| | | mentoring, | ments, |
| | | and | conferen |
| | | increasing | cing and |
| | | student | problem |
| | | achievement. | solving. Bi- weekly co- |
| | | | planning in |
| | | | PLCs. On- |
| | | | going co- |
| | | | planning, |
| | | | modeling |
| | | | of lessons |
| | | | and |
| | | | observation |
| | | | with |
| | | | feedback. |

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

| m: 00 | | mat at a | |
|---------|----------|---------------|--------------|
| Tiffany | Kimberly | The district | Weekly |
| Behnke | Henry | based | visits to |
| | | mentor | include |
| | | is with | modeling, |
| | | the EET | co- |
| | | initiative. | teaching, |
| | | The mentor | analyzing |
| | | has strengths | student |
| | | in the | work/data, |
| | | areas of | developing |
| | | leadership, | assess |
| | | mentoring, | ments, |
| | | and | conferen |
| | | increasing | cing and |
| | | student | problem |
| | | achievement. | solving. Bi- |
| | | | weekly co- |
| | | | planning in |
| | | | PLCs. On- |
| | | | going co- |
| | | | planning, |
| | | | modeling |
| | | | of lessons |
| | | | and |
| | | | observation |
| | | | with |
| | | | feedback. |

| | Lindsey | The district | Weekly |
|---------|---------|---------------|--------------|
| | Kohen | based | visits to |
| T:00 | Konen | mentor | include |
| Tiffany | | is with | modeling, |
| Behnke | | the EET | co- |
| | | initiative. | • • |
| | | | teaching, |
| | | The mentor | analyzing |
| | | has strengths | student |
| | | in the | work/data, |
| | | areas of | developing |
| | | leadership, | assess |
| | | mentoring, | ments, |
| | | and | conferen |
| | | increasing | cing and |
| | | student | problem |
| | | achievement. | solving. Bi- |
| | | | weekly co- |
| | | | planning in |
| | | | PLCs. On- |
| | | | going co- |
| | | | planning, |
| | | | modeling |
| | | | of lessons |
| | | | and |
| | | | observation |
| | | | with |
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| | | | reedback. |

Additional Requirements

Coordination and Integration-Title I Schools Only

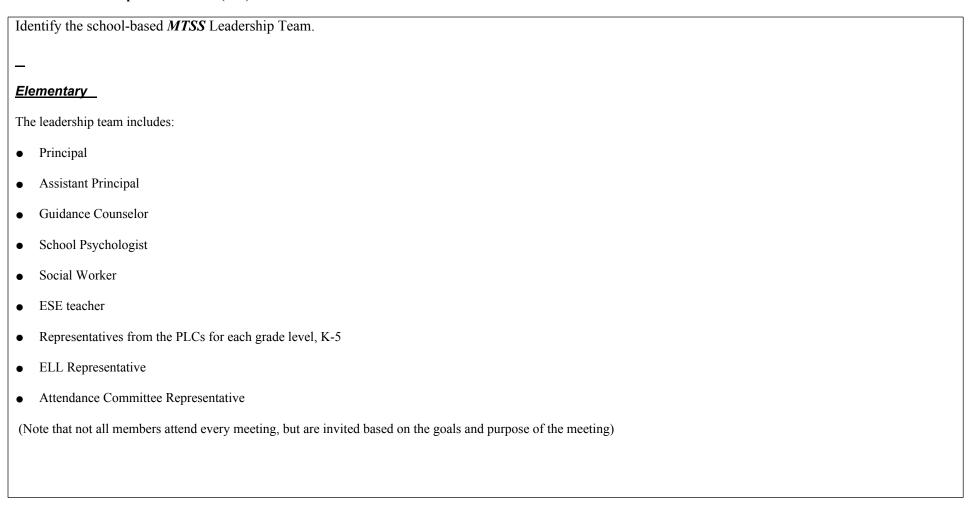
Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start,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

Title I, Part A

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

| Title I, Part C- Migrant |
|--|
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| |
| Title I, Part D |
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| Title II |
| THE II |
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| Title III |
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| |
| Title X- Homeless |
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| Supplemental Academic Instruction (SAI) |
| Supplemental readenic first deaton (S/M) |
| |
| Violence Prevention Programs |
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| Nutrition Programs |
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| Housing Programs |
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| |
| Head Start |
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| |
| Adult Education |
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| Career and Technical Education |
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| Inh Tunining |
|--|
| Job Training |
| |
| Other |
| |
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| |
| Multi-Tiered System of Supports (MTSS/Response to Instruction/Intervention (RtI) |
| multi-frered System of Supports (M135/Nesponse to mistraction/intervention (Nti) |
| |
| School-Based MTSS/RtI Team |
| SCHOOL-DASCU M 183/KU 184HI |



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?

Elementary/Middle/High

The purpose of the core Leadership Team is to:

- 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
- 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
- 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
- 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments) Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

Elementary/Middle/High

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. 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 Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 - 1. What is the problem? (Problem Identification)
 - 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 - 3. What are we going to do about it? (Action Plan Design and Implementation)
 - 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.

- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- o Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
 - 1. Does the data show implementation of strategies are resulting in positive student growth?
 - 2. To what extent are we making progress toward the school's SIP goals?
 - 3. If we are making progress, what can we do to sustain what is working?
 - 4. What barriers to implementation are we facing and how will we address them?
 - 5. What should we do next? What should be our plan of action?

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.

Elementary Middle/High

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

Core Curriculum (Tier 1)

| Data Source | Database | Person (s) Responsible |
|--|--|--|
| FCAT released tests | School Generated Excel Database | Reading Coach/ AP |
| Baseline and Midyear District Assessments | Scantron Achievement Series Data Wall | Leadership Team, PLCs, individual teachers |
| District generated assessments from the Office of Assessment and Accountability FAIR, End Of the Year Assessment, Focus Test | Scantron Achievement Series Data Wall | Leadership Team, PLCs, individual teachers |
| Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Focus Test, School-Based Writes, Go Math, National Geographic | Scantron Achievement Series Data Wall PLC Logs | Leadership Team, PLCs, individual teachers |
| FAIR | Progress Monitoring and Reporting Network Data Wall | Reading Coach /Reading PLC Facilitator |

| CELLA | Sagebrush (IPT) | ELL PSLT Representative |
|--|---------------------------------|--|
| | | |
| Teachers' common core curriculum assessments on units of | Ed-Line | Individual Teachers/ Team Leaders/ PLC |
| instruction/big ideas. | | Facilitators/Leadership Team Member |
| | PLC Database | |
| Bottom quartile and top quartile | | |
| | PLC logs | |
| DDA 4 | 0.1 10 4 15 15 41 | T 1' '1 17 1 |
| DRA-2 | School Generated Excel Database | Individual Teacher |
| | | |

Supplemental/Intensive Instruction (Tiers 2 and 3)

| Data Source | Database | Person (s) Responsible for Monitoring |
|--|--|--|
| Extended Learning Program. Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) | School Generated Database in Excel | Leadership Team/ ELP Facilitator |
| Focus test | | |
| Differentiated mini assessments based on core curriculum assessments. | Individual teacher data base PLC/Department data base | Individual Teachers/PLCs |
| | | |
| Other Curriculum Based Measurement | easyCBM | Leadership Team/PLCs/Individual Teachers |
| | School Generated Database in Excel | |

| Research-based Computer-assisted Instructional Programs | Assessments included in computer-based programs | PLCs/Individual Teachers | | | | | |
|--|---|---|--|--|--|--|--|
| | | | | | | | |
| MTSS. | | | | | | | |
| | | | | | | | |
| The Leadership Team/will continues to work to build consensus will work to align the efforts of other school teams that may be a | | shool improvement efforts. The Leadership Team | | | | | |
| As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. | | | | | | | |
| Describe plan to support MTSS. | | | | | | | |
| Response to Intervention (RtI) has also been described in Florida to student needs using learning rate over time and level of performance. | | | | | | | |
| • Consistently promote the shared vision of one system meeting and Steering and SAC meetings lesson study school-wide. | • | or integrating all school initiatives (i.e., PLC, PSLT, | | | | | |

- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teacher contacts across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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|-------------------|-----------------------|-------------------|------------------------|---|----------------------------------|--|
| 1. FCAT 2.0: | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| Students scoring | | | | | | |
| proficient/ | -Teachers | Common | Who | <u> Teacher Level</u> | 3x per year | |
| satisfactory in | knowledge | Core Reading | | | | |
| reading (Level 3- | base of this | Strategy | -Principal | Teachers reflect on lesson outcomes | - FAIR | |
| 5). | strategy | Across all | • | and use this knowledge to drive future | | |
| ارو). | needs | Content Areas | -AP | instruction. | | |
| | professional | | Γ | | | |
| | developmen | Reading | -Reading Coach | Teachers use the on-line grading system | | |
| | | comprehension | | data to calculate their students' progress | | |
| | for this | improves when | | | During the Grading Period | |
| | | students are | each grade | SMART Goal | During the Grading Ferrou | |
| | | engaged in | cach grade | DIVITALCI GODI. | - Common assessments (pre, | |
| | out in 12 13 | grasping with | | PLC Level | post, mid, section, end of unit, | |
| | out III 12-13. | complex text. | | I LE LEVEI | formative and intervention | |
| | Training all | | How | -Using the individual teacher data, PLCs | checks) | |
| | | to understand | 110 11 | | checks) | |
| | content area teachers | how to select/ | -Reading PLC Logs | calculate the SMART goal data across all grade level. | | |
| | teachers | identify | reduing The hogo | grade level. | | |
| | | | -PLCS turn their logs | DI Com Classical Language Assumption 1 date | | |
| | | complex | into administration | -PLCs reflect on lesson outcomes and data | | |
| | | text, shift the | and/or coach after a | used to drive future instruction. | | |
| | | amount of | unit of instruction is | T 1 1: (NG 1 (G) | | |
| | | informational | complete. | -For each subject PLC, a chart of their | | |
| | | text used in | complete. | overall progress towards the SMART Goal/ | | |
| | | the content | -Administration will | focus. | | |
| | | curricula, and | review PLC logs and | | | |
| | | share complex | | <u>Leadership Team Level</u> | | |
| | | texts with all | look for complex text | | | |
| | | students. All | discussion. | PLC facilitator shares SMART Goal data | | |
| | | content area | A 1 | with the Leadership Team. | | |
| | | teachers are | -Administration | | | |
| | | responsible for | shares the positive | -Data is used to drive teacher support and | | |
| | | implementation | outcomes observed | student supplemental instruction. | | |
| | | | in PLC meetings on a | | | |
| | | | quarterly basis. | | | |
| | | | | | | |
| | | | | | | |
| | | Action Steps | | | | |
| | | | | | | |
| | | Action steps | | | | |
| | | for this strategy | | | | |
| | | are outlined | | | | |
| | | on grade level | | | | |
| | | PLC action | | | | |
| | | plans. | | | | |

| | Level of | 2013 Expected Level of Performance: | | | |
|--|----------|---|--|--|--|
| The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 80% to 84%. | | | | | |
| | 80% | 84% | | | |

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

| 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|---------------|-------------------------------------|---|--|----------------------------------|
| | | | | |
| -Teachers | Common Core | Who | Teacher Level | 3x per year |
| knowledge | Reading Strategy | WHO | Teacher Dever | <u> </u> |
| base of this | Across all Content | -Principal | -Teachers reflect on lesson | - FAIR |
| strategy nee | | 1 | outcomes and use this | |
| professiona | | -AP | knowledge to drive future | |
| developmen | | | instruction. | |
| Training for | | -Reading Coach | | |
| this strategy | is Questions of all types | | -Teachers use the on-line grading | |
| being rolled | out and levels are | -Reading Contacts | | During the Grading Period |
| in 12-13. | necessary to scaffold | | students' progress towards the | |
| | students' | | development of their individual/ | - Common assessments (pre, |
| -Training al | understanding of | | PLC SMART Goal | post, mid, section, end of unit, |
| content area | complex text. | <u>How</u> | | intervention checks) |
| teachers | Teachers need to | | PLC Level | |
| | understand and use | -Reading PLC Logs | | |
| | higher-order, text- | | -Using the individual teacher | |
| | | -PLCS turn their logs into administration | data, PLCs calculate the SMART | |
| | the word/phrase, | and/or coach after a unit of instruction is | goal data across all classes/ | |
| | sentence, and | complete. | courses. | |
| | paragraph/passage | DIG : 6 H 1 d : 1 | | |
| | levels (Webb's, | -PLCs receive feedback on their logs. | -PLCs reflect on lesson | |
| | Bloom, Costas). | Destina Constantana di mana 1 all | outcomes and data used to drive | |
| | Student reading | -Reading Coach observations and walk- | future instruction. | |
| | comprehension | throughs | | |
| | improves when students are required | -Administrative walk-throughs looking for | -For each class/course, PLCs | |
| | to provide evidence to | implementation of atratage with fidelity and | chart their overall progress | |
| | support their answers | implementation of strategy with fidelity and consistency. | towards the SMART Goal. | |
| | to text-dependent | consistency. | | |
| | | -Administrator and Reading Coach | Leadership Team Level | |
| | | | DI C facilitatan/ Subject A sec | |
| | with complex text | wide and shares with staff the progress of | -PLC facilitator/ Subject Area Leader/ Department Heads | |
| | through well-crafted | strategy implementation. | shares SMART Goal data with | |
| | text-dependent | mprementation. | the Problem Solving Leadership | |
| | question assists | | Team. | |
| | students in | | Cani. | |
| | discovering and | | -Data is used to drive | |
| | achieving deeper | | teacher support and student | |
| | understanding of the | | supplemental instruction. | |
| | author's meaning. | | suppremental instruction. | |
| | All content area | | | |
| | teachers are | | | |
| | responsible for | | | |

| <u>implementation</u> . | | |
|----------------------------------|--|--|
| | | |
| | | |
| Action Steps_ | | |
| Action steps for this | | |
| strategy are outlined | | |
| on grade level PLC action plans. | | |
| action plans. | | |
| | | |

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| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3 | |
|---|------------------|--------------------------|--|-----------------------------------|----------------------------|--|
| 1 | | | | | | |
| | -Teachers | Common Core | Who | Teacher Level | 3x per vear | |
| 1 | | Reading Strategy | Willo | reaction bever | <u>DA per year</u> | |
| | base of this | Across all Content | -Principal | -Teachers reflect on lesson | - FAIR | |
| 1 | strategy needs | Areas | | outcomes and use this | | |
| | professional | | -AP | knowledge to drive future | | |
| | development. | Teachers need to | | instruction. | | |
| | Training for | understand how to | -Instruction Coaches | | | |
| | | design and deliver | | -Teachers maintain their | | |
| | being rolled out | | -Subject Teacher Contact Leaders | assessments in the on-line | During the Grading Period | |
| | in 12-13. | lesson. Student | 3 | grading system. | | |
| | | | PLC facilitators of like grades and/or like | Ĭ | - Common assessments (pre, | |
| | -Training all | improves when | courses | -Teachers use the on-line grading | | |
| | content area | students are engaged | | system data to calculate their | intervention checks) | |
| | teachers | in close reading | | students' progress towards the | · I | |
| | | instruction using | | development of their individual/ | | |
| | | complex text. Specific | <u>How</u> | PLC SMART Goal. | | |
| | | close reading strategies | | | | |
| | | morado. 1) manapro | -Reading Logs | PLC Level | | |
| | | readings of a passage | | | | |
| 1 | | 2) usking mgner | -Language Arts Logs | -Using the individual teacher | | |
| | | order, text-dependent | G : 1 G 1: T | data, PLCs calculate the SMART | | |
| | | questions, 3) writing | -Social Studies Logs | goal data across all classes/ | | |
| | | in response to reading | DI CO 4 and the index of the interesting | courses. | | |
| | | and 4) engaging | -PLCS turn their logs into administration | | | |
| | | | and/or coach after a unit of instruction is | -PLCs reflect on lesson | | |
| | | discussion. All content | complete. | outcomes and data used to drive | | |
| | | area teachers are | -PLCs receive feedback on their logs. | future instruction. | | |
| | | responsible for | FPLCs receive reedback on their logs. | | | |
| | | implementation. | Administration shares the positive | - For each class/course, PLCs | | |
| | | | outcomes observed in PLC meetings on a | chart their overall progress | | |
| | | | monthly basis. | towards the SMART Goal. | | |
| | | A -4: C4 | monumy basis. | Landamshim Tanna Lanal | | |
| | | Action Steps | Reading Coach observations and walk- | Leadership Team Level | | |
| 1 | | Action steps for this | throughs | -PLC facilitator/ Subject Area | | |
| 1 | | strategy are outlined | ······································ | Leader/ Department Heads | | |
| 1 | | on grade level/content | -Administrative walk-throughs looking for | shares SMART Goal data with | | |
| | | area PLC action plans. | implementation of strategy with fidelity and | the Problem Solving Leadership | | |
| | | area r Le action plans. | consistency. | Team. | | |
| | | | , , , , , , , , , , , , , , , , , , , | i caiii. | | |
| | | | -Administrator and Reading Coach | -Data is used to drive | | |
| | | | aggregate the walk-through data school- | teacher support and student | | |
| | | | wide and shares with staff the progress of | supplemental instruction. | | |
| | | | | supplemental instruction. | | |

| | | | strategy implementation. | | |
|--|------------|--|--|-------------------------|--|
| | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | <i>5</i> v | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| 2. FCAT 2.0: | 2.1. | 2.1. | h 1 | 0.1 | h 1 . | |
|------------------|----------------------------|--------------------------------|-------------------------|--|----------------------------------|--|
| | 2.1. | 2.1. | 2.1. <u>Who</u> | 2.1. <u>Teacher Level</u> | 2.1. <u>3x per year</u> | |
| Students scoring | | C | | | | |
| Achievement | | Common | -Principal | -Teachers reflect on lesson outcomes | - FAIR | |
| Levels 4 or 5 in | | Core Reading | | and use this knowledge to drive future | | |
| reading. | | Strategy | -AP | instruction. | | |
| | | Across all | | | | |
| | | Content Areas | Reading Coach | Teachers use the on-line grading | | |
| | Teachers' | | | system data to calculate their students' | | |
| | knowledge | Reading comprehension | | | During the Grading Period | |
| | base of | improves when | Contacts | individual/PLC SMART Goal | | |
| | pushing | students are | | | - Common assessments (pre, | |
| | higher | engaged in | -AGP Teachers | PLC Level | post, mid, section, end of unit, | |
| | achieving | grasping with | ** | | formative and intervention | |
| | students | complex text. | <u>How</u> | -Using the individual teacher data, PLCs | checks) | |
| | to the | Teachers need | | calculate the SMART goal data across all | | |
| | next level. | to understand | -Reading PLC Logs | classes/courses. | | |
| | Common | how to select/ | -PLCS turn their logs | | | |
| | Core Trainings are | identify | | PLCs reflect on lesson outcomes and data | | |
| | I rainings are | complex | and/or coach after a | used to drive future instruction. | | |
| | being rolled out in 12-13. | text, shift the | | E 11 / NG 1 / 1 | | |
| | out in 12-13. | amount of | | -For each class/course, PLCs chart their | | |
| | -Training all | informational | complete. | overall progress towards the SMART Goal. | | |
| | content area | text used in | -PLCs receive | I 1 1 T 1 | | |
| | teachers | the content | feedback on their logs. | <u>Leadership Team Level</u> | | |
| | teachers | curricula, and | ľ | -PLC facilitator/ Subject Area Leader/ | | |
| | | share complex | | Department Heads shares SMART Goal | | |
| | | texts with all | | data with the Problem Solving Leadership | | |
| | | students. All | through | Team. | | |
| | | content area | | i cam. | | |
| | | teachers are | -Administrative walk- | -Data is used to drive teacher support and | | |
| | | responsible for | throughs looking for | student supplemental instruction. | | |
| | | implementation | implementation of | out out promonument in our devices. | | |
| | | ŀ | strategy with fidelity | | | |
| | | | and consistency. | | | |
| | | | | | | |
| | | | -Administrator and | | | |
| | | Action Steps | Reading Coach | | | |
| | | A ation stars | aggregate the | | | |
| | | Action steps | walk-through data | | | |
| | | for this strategy are outlined | school-wide and | | | |
| | | on grade level | shares with staff the | | | |
| | | PLC action | progress of strategy | | | |
| | | plans. | implementation. | | | |
| | | pians. | | | | |

| | Level of | 2013 Expected Level of Performance: | | | | | |
|--|----------|---|---|---|-----------------|------|--|
| The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 55% to 60%. | | | | | | | |
| | 55% | 60% | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | | 2.3 | | 2.3 | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

| 3. FCAT 2.0: | 3.1. | 3.1. | 3.1. | 3 .1. | 3.1. | |
|---------------------|----------------|-------------------|-------------------------|--|--------------------------------|--|
| • | | 5.1. | 5.1. | 5.1. | 5.1. | |
| Points for students | | a | | | | |
| 1 0 | | <u>Strategy</u> | <u>Who</u> | School has a system for PLCs to record and | 3x per year | |
| Gains in reading. | struggle | | n · · · · | report during-the-grading period SMART | | |
| | | Student | -Principal | | FAIR | |
| | | achievement | | Content Leader, and/or leadership team. | | |
| | | improves | -AP | | | |
| | | through | | | | |
| | | <u>teachers</u> | -Instruction Coaches | | | |
| | | working_ | | | | |
| | | collaboratively | - Content Leaders | | During the Grading Period | |
| | | to focus | | | | |
| | | on student | -PLC facilitators of | | Common assessments (pre, post, | |
| | | learning. | like grades and/or like | | mid, section, end of unit) | |
| | | Specifically, | courses | | | |
| | | they use the | | | | |
| | trained to use | <u>Plan-Do-</u> | | | | |
| | the Plan-Do- | | T T | | | |
| | | model and log | <u>How</u> | | | |
| | "Instructiona | | DI CC 4 41 1 | | | |
| | | their way of | PLCS turn their logs | | | |
| | | work. Using | into administration | | | |
| | | the buck wards | and/or coach after a | | | |
| | | design model | unit of instruction is | | | |
| | | for units of | complete. | | | |
| | | instruction, | -PLCs receive | | | |
| | | teachers | feedback on their logs. | | | |
| | | focus on the | reedback on their logs. | | | |
| | | following four | -Administrators and | | | |
| | | questions as | coaches attend targeted | | | |
| | | well as log the | PLC meetings | | | |
| | | information: | i de meetings | | | |
| | | 4 7771 | -Progress of | | | |
| | | ,, 11000 15 10 | PLCs discussed at | | | |
| | | We expect | Leadership Team | | | |
| | | them to | Leadership Team | | | |
| | | learn? | -Administration shares | | | |
| | | n 11. :11 | the data of PLC visits | | | |
| | | 2. How will we if | with staff on a monthly | | | |
| | | they have | basis. | | | |
| | | learned it? | | | | |
| | I | icarneu it? | | | | |
| | | 3. How | | | | |
| | I | will we | | | | |
| | | will we | | | | |

| | respond if |
|---|----------------------------|
| | they don't |
| | learn? |
| | |
| | 4. How |
| | will we |
| | respond |
| | if they |
| | already |
| | know it? |
| | |
| | |
| | Actions/Details |
| | Actions/Details |
| | -Grade level/ |
| | like-course |
| | PLCs use a |
| | Plan-Do- |
| | Check-Act |
| | "Unit of |
| | Instruction" |
| | log to guide |
| | their discussion |
| | and way |
| | of work. |
| | Discussions are |
| | summarized on |
| | log. |
| | |
| | -Additional |
| | action steps for |
| | this strategy are outlined |
| | are outlined |
| | on grade level/ |
| | content area |
| | PLC action |
| | plans. |
| 1 | |
| | |

| | Level of | 2013 Expected Level of Performance:* | | | |
|--|------------|--|--|--|--|
| Points earned from students making learning gains on the 2013 FCAT Reading will increase from 70points to 74points. | | | | | |
| | 70 | 74 | | | |
| | point s | points | | | |

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| 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
|---------------------------------------|---|--|--|----------------------------------|
| | 5.2. | | | |
| -Tea | eachers S44/T1- | Who | Teacher Level | 3x per year |
| tend | Strategy/Task | | | |
| diffe | ferentiate Student achievement | -Principal | -Teachers reflect on lesson | FAIR |
| after | er the lesson improves when | | outcomes and use this | |
| | taught teachers use on | -AP | knowledge to drive future | |
| | stead of | | instruction. | |
| plan | inning now to differentiate | -Reading Coach | | |
| I I | differentiate instruction | | -Teachers maintain their | |
| | e lesson when | -Content Leaders | | During the Grading Period |
| | w content is | DI C facilitatama afilia amadaa and/aniila | grading system. | C |
| preso | esented. | -PLC facilitators of like grades and/or like | Tanaham was tha an line and in a | Common assessments (pre, |
| Too | eachers are Actions/Details | courses | -Teachers use the on-line grading system data to calculate their | post, mia, section, end of unit) |
| | | | students' progress towards the | |
| | vols of using | | development of their individual/ | |
| Diff | fforentiated unstruction and | How | PLC SMART Goal. | |
| · · · · · · · · · · · · · · · · · · · | During Instruction of | | a de diminita de u n | |
| | ategies. New Content | -PLC logs turned into administration | PLC Level | |
| | . Using data from | | | |
| -Tea | eachers tend previous assessments | -PLCS turn their logs into administration | -Using the individual teacher | |
| | give all and daily classroom | and/or coach after a unit of instruction is | data, PLCs calculate the SMART | |
| | dents the | complete. | goal data across all classes/ | |
| | ne lesson, fuork teachers | DIC : C II 1 (1:1 | courses. | |
| hand | ndouts, etc. plan Differentiated | -PLCs receive feedback on their logs. | | |
| | Instruction groupings | -Administrators attend targeted PLC | -PLCs reflect on lesson | |
| | and activities for | meetings, requested on PLC form | outcomes and data used to drive | |
| | the delivery of new | incettings, requested on 1 LC form | future instruction. | |
| | content in upcoming | Progress of PLCs discussed at Leadership | - For each class/course, PLCs | |
| | lessons. | Team. | chart their overall progress | |
| | L | | towards the SMART Goal. | |
| | In the classroom | -Administration shares the positive | | |
| | During 44 - 1 | outcomes observed in PLC meetings on a | Leadership Team Level | |
| | -During the lessons, students are involved | monthly basis. | | |
| | in flexible grouping | | -PLC facilitator/ Subject Area | |
| | techniques | | Leader/ Department Heads | |
| | teemiques | | shares SMART Goal data with | |
| | PLCs <u>After</u> | | the Problem Solving Leadership | |
| | Instruction | | Team. | |
| | | | B | |
| | -Teachers reflect and | | -Data is used to drive | |
| | discuss the outcome of | | teacher support and student | |
| | | | supplemental instruction. | |

| | | | 1 DI 1 | | | | |
|---------------------------|-------------|----------|-------------------------|--|-------------------------|------|--|
| | | | their DI lessons. | | | | |
| | | | | | | | |
| | | | -Teachers use student | | | | |
| | | | data to identify | | | | |
| | | | successful DI | | | | |
| | | | techniques for future | | | | |
| | | | implementation. | | | | |
| | | | | | | | |
| | | | Tanahana maina | | | | |
| | | | -Teachers, using a | | | | |
| | | | problem-solving | | | | |
| | | | question protocol, | | | | |
| | | | identify students who | | | | |
| | | | need re-teaching/ | | | | |
| | | | interventions and | | | | |
| | | | how that instruction | | | | |
| | | | will be provided. | | | | |
| | | | (Questions are listed | | | | |
| | | | in the 2012-2013 | | | | |
| | | | | | | | |
| | | | Technical Assistance | | | | |
| | | | Document under the | | | | |
| | | | Differentiation Cross | | | | |
| | | | Content strategy). | | | | |
| | | | | | | | |
| | | | -Additional action | | | | |
| | | | steps for this strategy | | | | |
| | | | are outlined on grade | | | | |
| | | | level/content area | | | | |
| | | | | | | | |
| | | | PLCs. | | | | |
| | | | | | | | |
| | | 3.3. | 3.3. | 3.3. | 33. | 3.3. | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Based on the analysis | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| of student achievement | Barrier | | · · | | | | |
| data, and reference to | | | Who and how will the | How will the evaluation tool data be used to | | | |
| "Guiding Questions", | | | | determine the effectiveness of strategy? | | | |
| identify and define areas | | | macinty of momitored? | determine the effectiveness of strategy? | | | |
| in need of improvement | | | | | | | |
| for the following group: | | | | | | | |

| A ECATA O | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. | |
|---------------------|----------------|------------------------|------------------------|--|---|--|
| | | 4.1. | 11 .1. | 1 .1. | H.1. | |
| Points for students | | a | **** | | | |
| | -Scheduling | | <u>Who</u> | Tracking of coach's participation in PLCs. | 3x per year_ | |
| | time for the | Across all | | TD 1: 0 13:: 1 | E A ID | |
| | | Content Areas | Administration | -Tracking of coach's interactions with | - FAIR | |
| | to meet with | | | teachers (planning, co-teaching, modeling, | | |
| | the reading | | | de-debriefing, professional development, | | |
| | coach on a | Stratogy/Task | * * | and walk throughs) | | |
| | regular basis. | Strategy/Task | How- | A for instance of the description of Control | | |
| | -Teachers | Student | Danian af analı'a lan | -Administrator-Instructional Coach | Description of the Computing of Description | |
| | | achievement | | | During the Grading Period | |
| | | improves | -Review of coach's log | plan for coach for the upcoming two weeks | - Common assessments (pre, | |
| | support from | | of support to targeted | | post, mid, section, end of unit) | |
| | the coach. | teachers' | teachers. | | post, find, section, end of unit) | |
| | the coach. | collaboration | icachers. | | | |
| | | with the | -Administrative walk- | | | |
| | | reading coach. | throughs of coaches | | | |
| | | | working with teachers | | | |
| | | | (either in classrooms, | | | |
| | | | PI Cs or planning | | | |
| | | Actions/Details | sessions) | | | |
| | | | | | | |
| | | Reading Coach | L | | | |
| | | TT1 1: | | | | |
| | | -The reading coach and | | | | |
| | | administration | | | | |
| | | conducts one- | | | | |
| | | on-one data | | | | |
| | | chats with | | | | |
| | | individual | | | | |
| | | teachers using | | | | |
| | | the teacher's | | | | |
| | | student past | | | | |
| | | and/or present | | | | |
| | | data. | | | | |
| | | | | | | |
| | | -The reading | | | | |
| | | coach rotates | | | | |
| | | through all | | | | |
| | | subjects' PLCs | | | | |
| | | to: | | | | |
| | | | | | | |
| | | Facilitate | | | | |

| | lesson planning | | | |
|--|---------------------------|--|--|--|
| | that embeds | | | |
| | rigorous tasks | | | |
| | rigorous tasks | | | |
| | | | | |
| | Facilitate | | | |
| | development, | | | |
| | writing, | | | |
| | selection of | | | |
| | higher-order, | | | |
| | text-dependent | | | |
| | text-dependent | | | |
| | questions/ | | | |
| | activities, with | | | |
| | an emphasis on | | | |
| | Webb ³ s Depth | | | |
| | of Knowledge | | | |
| | question | | | |
| | hierarchy | | | |
| | incrareny | | | |
| | F114-4-41- | | | |
| | Facilitate the | | | |
| | identification, | | | |
| | selection, | | | |
| | development | | | |
| | of rigorous | | | |
| | core curriculum | | | |
| | common | | | |
| | assessments | | | |
| | assessments | | | |
| | | | | |
| | Facilitate core | | | |
| | curriculum | | | |
| | assessment data | | | |
| | analysis | | | |
| | | | | |
| | Facilitate the | | | |
| | planning for | | | |
| | interventions | | | |
| | interventions | | | |
| | and the | | | |
| | intentional | | | |
| | grouping of the | | | |
| | students. | | | |
| |] [| | | |
| | -Using walk- | | | |
| | through data, | | | |
| | the Deading | | | |
| | the Reading | | | |
| | coach and | | | |
| | administration | | | |

| | ha da l | - | - | |
|---|------------------|---|---|--|
| 1 | identify | | | |
| | teachers for | | | |
| 1 | support in | | | |
| | co-planning, | | | |
| 1 | modeling, | | | |
| 1 | modeling, | | | |
| 1 | co-teaching, | | | |
| 1 | observing and | | | |
| 1 | debriefing. | | | |
| 1 | | | | |
| 1 | -The reading | | | |
| 1 | coach trains | | | |
| 1 | coach trains | | | |
| | each subject | | | |
| | area PLC | | | |
| | on how to | | | |
| | facilitate their | | | |
| | own PLC using | | | |
| | structured | | | |
| | pu uctureu | | | |
| 1 | protocols. | | | |
| | | | | |
| 1 | -Throughout | | | |
| 1 | the school | | | |
| 1 | year, the | | | |
| | reading coach/ | | | |
| | administration | | | |
| | conducts one- | | | |
| 1 | conducts one- | | | |
| 1 | on-one data | | | |
| 1 | chats with | | | |
| 1 | individual | | | |
| | teachers | | | |
| | using the data | | | |
| | gathered from | | | |
| | wells through | | | |
| | walk-through | | | |
| 1 | tools. This | | | |
| 1 | data is used | | | |
| | for future | | | |
| | professional | | | |
| | development, | | | |
| | both | | | |
| | individually | | | |
| | individually | | | |
| 1 | and as a | | | |
| | department. | | | |
| | | | | |
| | | | | |
| 1 | | | | |
| | Leadership | | | |
| | Dewacisinp | | | |

| Team | m and |
|---------|---------------------|
| Coac | ch |
| | |
| - The | e reading e reading |
| coach | ch meets |
| with | |
| princ | cipal/AP to |
| map o | out a high- |
| nlon d | 1 summary of action |
| for th | he school |
| year. | |
| J year. | |
| -Ever | ery two |
| week | ks, the |
| Read | ding coach |
| meets | ts with the |
| princ | cipal: |
| | |
| Rev | eview log |
| and w | work |
| accor | omplished |
| and | |
| -Dex | evelop a |
| detail | iled plan |
| of act | ction for |
| | next two |
| week | ks. |
| | |
| | |

| | 4.2 | 4.2 | 4.2 | 4.2 | 4.2 | |
|--|---------------------------|----------------------------|---|-------------------------------|------------------------------|--|
| | | | | | | |
| | -The Extended | Strategy | Who_ | Supplemental data shared | Curriculum Based | |
| | Learning | | | with leadership and classroom | Measurement (CBM) (From | |
| | | | Administrators | teachers who have students. | District RtI/Problem Solving | |
| | | comprehension | | | Facilitators.) | |
| | target the | improves through | | | | |
| | specific skill | receiving ELP | | | | |
| | | <u>supplemental</u> | How Monitored | | | |
| | the students | instruction on | | | | |
| | | | Administrators will review the | | | |
| | | are not at the mastery | communication logs and data collection | | | |
| | basis. | | used between teachers and ELP teachers | | | |
| | N 1 | | outlining skills that need remediation. | | | |
| | -Not always | - | | | | |
| | a direct | A ation Stars | | | | |
| | correlation | Action Steps | | | | |
| | between what the students | -Classroom teachers | | | | |
| | is missing in | communicate with the | | | | |
| | the regular | ELP teachers regarding | | | | |
| | | specific skills that | | | | |
| | | students have not | | | | |
| | received during | | | | | |
| | ELP. | masterea. | | | | |
| | EET. | -ELP teachers identify | | | | |
| | -Minimal | lessons for students | | | | |
| | | that target specific | | | | |
| | | skills that are not at the | | | | |
| | and ELP | mastery level. | | | | |
| | teachers. | | | | | |
| | | -Students attend ELP | | | | |
| | | sessions. | | | | |
| | | | | | | |
| | | -Progress monitoring | | | | |
| | | data collected by | | | | |
| | | the ELP teacher | | | | |
| | | on a weekly or | | | | |
| | | biweekly basis and | | | | |
| | | communicated back to | | | | |
| | | the regular classroom | | | | |
| | | teacher. | | | | |
| | | XX71 | | | | |
| | | -When the students | | | | |
| | | have mastered the | | | | |

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| | | specific skill, they are exited from the ELP program. | | | | |
|---|-----------|---|-----------|-----------|-----------|--|
| | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | | | | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| 5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | | | | | |
| Reading Goal #5: | | | | | | |

| 5A. Student | 5A.1. | 5A.1. | 5A.1. | 5A.1. | 5A.1. | |
|--------------------|----------------|---|--------------|-------|-------|--|
| subgroups by | | | | | | |
| ethnicity (White | White: | Common | | | | |
| Black Hispanic | differentiated | Core Reading | | | | |
| 1 | instruction | Strategy | | | | |
| Indian) not making | within the | Across all | | | | |
| satisfactory | "quartile" | Content Areas | L | | | |
| | | | | | | |
| r ;. | Black: support | Teachers need | | | | |
| reading. | | to understand | | | | |
| | | how to design | | | | |
| | | and deliver a | | | | |
| | language | close reading | | | | |
| | barrier, time | lesson. Student reading | | | | |
| | with the ERT | comprehension | | | | |
| | | improves when | | | | |
| | | students are | | | | |
| | | engaged in | | | | |
| | | close reading | | | | |
| | American | instruction | | | | |
| | Indian: | using complex | | | | |
| | | text. Specific | | | | |
| | | close reading | | | | |
| | | strategies | | | | |
| | | include: 1) | | | | |
| | | multiple | | | | |
| | | readings of | | | | |
| | | a passage 2) asking higher- | | | | |
| | | order, text- | | | | |
| | | dependent | | | | |
| | | questions, | | | | |
| | | 3) writing in | | | | |
| | | response to | | | | |
| | | reading and 4) | | | | |
| | | engaging in | | | | |
| | | text-based class | | | | |
| | | discussion. All | | | | |
| | | content area | | | | |
| | | teachers are | | | | |
| | | responsible for | | | | |
| | | implementatio | | | | |
| | | <u>n. </u> | | | | |
| | | | | | | |

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| Action steps for this strategy are outlined on grade level/ content area PLC action plans. | Action Steps | | |
|--|-------------------|--|--|
| are outlined on grade level/ content area PLC action | Action steps | | |
| on grade level/ content area PLC action | for this strategy | | |
| content area PLC action | | | |
| PLC action | | | |
| | | | |
| plans. | I I | | |
| | plans. | | |
| | | | |
| | | | |
| | | | |

| | 2012.0 | 2012 = . 1 | | | |
|-----------------------------------|----------------|------------------|--|--|--|
| Reading Goal #5A: | 2012 Current | 2013 Expected | | | |
| _ | Level of | Level of | | | |
| | Performance | Performance:* | | | |
| | | | | | |
| | I | | | | |
| | | | | | |
| The percentage | | | | | |
| of White students | | | | | |
| or write_students | l | | | | |
| scoring proficient/ | l | | | | |
| catic factory on the | | | | | |
| satisfactory on the 2013 FCAT/FAA | | | | | |
| 2013 FCAT/FAA | l | | | | |
| Panding will ingrange | | | | | |
| Reading will increase | l | | | | |
| from <u>84</u> % to86% _ | | | | | |
| | l | | | | |
| | | | | | |
| | l | | | | |
| | l | | | | |
| | | | | | |
| | | | | | |
| TI | I | | | | |
| The percentage | | | | | |
| of Black students | | | | | |
| of Black_stadents | | | | | |
| scoring proficient/ | | | | | |
| satisfactory on the 2013 FCAT/FAA | | | | | |
| 2012 ECATEA | | | | | |
| 2013 FCA 1/FAA | l | | | | |
| Reading will increase | l | | | | |
| c co o/ t | l | | | | |
| from _69% to | | | | | |
| from _69% to72%. | l | | | | |
| -/2 /0. | l | | | | |
| | l | | | | |
| | | | | | |
| | l | | | | |
| | l | | | | |
| | l | | | | |
| | | | | | |
| | | | | | |
| 1 | I | | | | |
| 1 | 1 | I | | | |
| 1 | I | | | | |
| 1 | I | | | | |
| | I | | | | |
| - | W. 1. 0.4 | WHI. O. | | | |
| 1 | White:84 | White:86 | | | |
| | I | | | | |
| 1 | 1 | I | | | |
| 1 | Black:69 | Black:72 | | | |
| | [. | [| | | |
| | L | | | | |
| | Hispanic:75 | Hispanic:78 | | | |
| | l [*] | I - | | | |
| 1 | Agian.70 | Asian:81 | | | |
| | Asian:79 | ASIAN: 81 | | | |
| | I | | | | |
| | American | American Indian: | | | |
| 1 | T., J | inicircum matam. | | | |
| | Indian: | | | | |

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

| FD. Easternias II. | 5B.1. | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |
|--------------------|-------|--------------------------------|------------------------|---|----------------------------------|--|
| ezi zionomienij | рв.1. | эв.1. | DD.1. | DB.1. | эв.1. | |
| Disadvantaged | | | | | | |
| students | | | <u>Who</u> | -Tracking of coach's participation in PLCs. | 3x per year | |
| not making | | Core Reading | | | | |
| satisfactory | | | | -Tracking of coach's interactions with | - FAIR | |
| progress in | | Across all | | teachers (planning, co-teaching, modeling, | | |
| reading. | | Content Areas | | de-debriefing, professional development, | | |
| r cuumg. | | | | and walk through) | | |
| | | | <u>How</u> - | | | |
| | | to understand | | -Administrator-Instructional Coach | L | |
| | | | | | During the Grading Period | |
| | | and deliver a | | plan for coach for the upcoming two weeks | | |
| | | | -Review of coach's log | | - Common assessments (pre, | |
| | | | of support to targeted | | post, mid, section, end of unit) | |
| | | Student reading | teachers. | | | |
| | | comprehension | | | | |
| | | | -Administrative walk- | | | |
| | | | through of coaches | | | |
| | | | working with teachers | | | |
| | | | (either in classrooms, | | | |
| | | | PLCs or planning | | | |
| | | | sessions) | | | |
| | | text. Specific | | | | |
| | | close reading | | | | |
| | | strategies | | | | |
| | | include: 1) multiple | | | | |
| | | readings of | | | | |
| | | a passage 2) | | | | |
| | | a passage 2) asking higher- | | | | |
| | | order, text- | | | | |
| | | dependent | | | | |
| | | questions, | | | | |
| | | 3) writing in | | | | |
| | | response to | | | | |
| 1 | I | reading and 4) | | | | |
| 1 | I | engaging in | | | | |
| | | text-based class | | | | |
| | I | discussion. All | | | | |
| | I | content area | | | | |
| | I | teachers are | | | | |
| | I | responsible for | | | | |
| | I | implementatio | ľ | | | |
| | | n. | | | | |
| | I | | | | | |

| Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 64% to 68%. | 2012 Current Level of Performance | Action Steps Action steps for this strategy are outlined on grade level/ content area PLC action plans. 2013 Expected Level of Performance | | | | | |
|---|---|---|-------|-------|-------|-------|--|
| | 64% | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | | | | | | |

| ſ | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
|---|-------------|----------|------------------------|--|-------------------------|-------|--|
| 1 | | | | | | | |
| 1 | | | | | | | |
| | | | | | | | |
| İ | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| 1 | Barrier | | | | | | |
| 1 | | | | How will the evaluation tool data be used to | | | |
| - | | | fidelity be monitored? | determine the effectiveness of strategy? | | | |
| | | | | | | | |

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| 5C. English | 5C.1 | 5C.1 | 5C.1 | 5C.1 | 5C.1 | |
|----------------|--------------------|-----------------------------|--------------------|--|--------------------------------|--|
| Language | 50.1 | 56.1 | 50.1 | 00.1 | 50.1 | |
| Learners (ELL) | T | ETT. | VV/1 | Tanahan Lawal | EAID | |
| | | ELLs (LYs/LFs) | Who_ | Teacher Level | -FAIR | |
| not making | the proficiency | (LYS/LFS) comprehension | Cahaal bagad | -Teachers reflect on lesson outcomes | -CELLA | |
| satisfactory | of ELL | of course | | | -CELLA | |
| progress in | | content/ | | and use this knowledge to drive future instruction. | | |
| reading. | | standard | -District Resource | ilisti uction. | | |
| | | improves | Teachers | -Teachers use the on-line grading system | During the Grading Period | |
| | | through | | data to calculate their students' progress | During the Grading Lettod | |
| | | participation | | towards their PLC and/or individual ELL | -Core curriculum end of | |
| | | in the | | SMART Goal | core common units with data | |
| | | differentiated | 1 cachers | SWITHET Gour. | aggregated for ELL performance | |
| | , , | instruction | | PLC Level | aggregated for EEE performance | |
| | | strategy across | | | | |
| | | Reading, | How | -Using the individual teacher data, PLCs | | |
| | | Language Arts, | | calculate the ELL SMART goal data across | | |
| | | Math, Social | | all classes/courses. | | |
| | | Studies and | | | | |
| | barrier, the | Science. | ERT walk-throughs. | PLCs reflect on lesson outcomes and data | | |
| | school will | | | used to drive future instruction. | | |
| | schedule | | | | | |
| | professional | | | -ERTs meet with Administration to assist | | |
| | | Action Steps | | with the analysis of ELLs performance | | |
| | delivered by | | | data | | |
| | the school's | | | | | |
| | ERT. | Resource | | Leadership Team Level | | |
| | | Teacher (ERT) | | DI C Codition of C 1 in the American London | | |
| | | provides | | -PLC facilitator/ Subject Area Leader/ | | |
| | | professional development | | Department Heads shares ELL SMART Goal data with the Problem Solving | | |
| | | to all content | | Leadership Team. | | |
| | | area teachers on | | Leadership Team. | | |
| | | how to embed | | -Data is used to drive teacher support and | | |
| | | differentiated | | student supplemental instruction. | | |
| | | instruction into | | | | |
| | courses. | core content | | -ERTs meet with RtI team to review | | |
| | | lessons. | | performance data and progress of ELLs | | |
| | -ELLs at | | | (inclusive of LFs) | | |
| | varying | -ERT models | | r ´ | | |
| | levels of | lessons using | | | | |
| | | differentiated | | | | |
| | | instruction. | | | | |
| | language | | | | | |
| | acquisition | -ERT observes | | | | |

| · | | |
|----------------|----------------|--|
| and | content area | |
| acculturation | teachers using | |
| is not | differentiated | |
| | instruction | |
| across core | and provides | |
| | feedback, | |
| | coaching and | |
| l t | support. | |
| Administrato | | |
| rs at varying | -Core content | |
| | teachers set | |
| | SMART | |
| use of | goals for ELL | |
| differentiated | students for | |
| instruction | upcoming core | |
| in order to | curriculum | |
| | assessments. | |
| conduct | | |
| a fidelity | -Core content | |
| | teachers | |
| | administer and | |
| | analyze ELLs | |
| | performance on | |
| | assessments. | |
| | -Teachers | |
| | aggregate | |
| | data to | |
| | determine the | |
| | performance of | |
| | ELLs compared | |
| | to the whole | |
| | group. | |
| | | |
| | -Based on data | |
| | core content | |
| | teachers will | |
| | differentiate | |
| | instruction | |
| | to remediate/ | |
| | enhance | |
| | instruction. | |

| | | 2013 Expected | | | |
|---------------------------|--------------|---------------|--|--|--|
| | Level of | Level of | | | |
| | Performance: | Performance: | | | |
| 1 | | | | | |
| 1 | | | | | |
| The percentage of | | | | | |
| ELL students scoring | | | | | |
| proficient/satisfactory | | | | | |
| on the 2013 FCAT/ | | | | | |
| FAA Reading will | | | | | |
| increase from <u>57 %</u> | | | | | |
| to 61 %. | | | | | |
| 10 01 70. | | | | | |
| | | | | | |
| 1 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | 570/ | (10/ | | | |
| | 57% | 01% | | | |

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| | 5C.2. | 5C.2. | 5C.2. | 5C.2 | 5C.2 |
|---|----------------------|---|------------------------------|--|---------------------------|
| | -Improving the | | Who_ | Teacher Level | -FAIR |
| | proficiency of | | | | |
| | | ESOL Resource | -School based Administrators | -Teachers reflect on lesson | -CELLA |
| | our school is of | | D: 4:4B T 1 | outcomes and use this | |
| | high priority. | provides professional development to | -District Resource Teachers | knowledge to drive future | |
| | The majority | all content area | -ESOL Resource Teachers | instruction. | During the Grading Period |
| | of the teachers | teachers on how to | ESOE Resource Teachers | -Teachers use the on-line grading | |
| | are unfamiliar | embed differentiated | | system data to calculate their | Core curriculum end of |
| | with this | instruction into core | | - | core common units with |
| | strategy. To | content lessons. | <u>How</u> | PLC and/or individual ELL | data aggregated for ELL |
| | address this | | | SMART Goal | performance |
| | barrier, the | -ERT models lessons | | n. a | |
| | school will schedule | using differentiated instruction. | -Administrative and | PLC Level | |
| | professional | ilistruction. | -Administrative and | -Using the individual teacher | |
| | development | -ERT observes | ERT walk-throughs | data, PLCs calculate the ELL | |
| | delivered by the | content area teachers | | SMART goal data across all | |
| | | using differentiated | | classes/courses. | |
| | | instruction and | | | |
| | | provides feedback, | | -PLCs reflect on lesson | |
| | | coaching and support. | | outcomes and data used to drive | |
| | | -Core content teachers | | future instruction. | |
| | | set SMART goals | | -ERTs meet with Reading, | |
| | | for ELL students | | Language Arts, Social Studies | |
| | | for upcoming | | and Science PLCs on a rotating | |
| | | core curriculum | | basis to assist with the analysis | |
| | | assessments. | | of ELLs performance data. | |
| | | | | | |
| | | -Core content teachers | | - For each class/course, PLCs | |
| | | administer and analyze ELLs performance on | | chart their overall progress towards the ELL SMART Goal. | |
| | | assessments. | | towards the ELL SWAKT Goal. | |
| | | associations. | | Leadership Team Level | |
| 1 | | -Teachers aggregate | | Education Production | |
| | | data to determine the | | -PLC facilitator/ Subject Area | |
| | | performance of ELLs | | Leader/ Department Heads | |
| | | compared to the whole | | shares ELL SMART Goal | |
| | | group. | | data with the Problem Solving | |
| | | -Based on data core | | Leadership Team. | |
| | | content teachers | | -Data is used to drive | |
| L | | | | Data is asea to drive | |

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| | will differentiate | teacher support and student |
|---|--------------------|--------------------------------|
| 1 | instruction to | supplemental instruction. |
| 1 | remediate/enhance | |
| 1 | instruction. | -ERTs meet with RtI team to |
| 1 | | review performance data and |
| 1 | | progress of ELLs (inclusive of |
| | | LFs) |

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| 5C.3 | 5C.3 | 5C.3 | 5C.3 | 5C.3 |
|------------------|-----------------------------------|---|---------------------------------|------------------------------|
| | | | | |
| -Lack of | | <u>Who</u> | Analyze core curriculum and | During the Grading Period_ |
| understanding | LYC) comprehension | | district level assessments for | |
| teachers can | of course content/ | -School based Administrators | ELL students. Correlate to | -Core curriculum end of core |
| provide ELL | standards improves | | accommodations to determine | common unit |
| | through participation | -ESOL Resource Teachers | the most effective approach for | |
| | in the following | | individual students. | |
| testing. | day-to-day accommodations | | | |
| -Bilingual | on core content and | How_ | | |
| Education | district assessments | | | |
| Paraprofe | across Reading, LA, | -Administrative and | | 1 |
| ssionals at | Math, Science, and | | | |
| varying levels | Social Studies: | ERT walk-throughs using the walk- | | |
| of expertise | | throughs look for Committee Meeting | | |
| in providing | Extended time | Recommendations. In addition, tools from | | |
| support. | (lesson and | the RtI Handbook and ELL RtI Checklist, | | |
| | assessments) | and ESOL Strategies Checklist can be used | | |
| -Allocation | | as walk-through forms | | |
| | Small group | | | |
| Education | testing | | | |
| Paraprofessio | | | | |
| nal dependent | Para support | | | |
| on number of | (lesson and | | | |
| ELLs. | assessments) | | | |
| -Administrators | 4. Use of heritage | | | |
| at varying | language | | | |
| levels of | dictionary (lesson | | | |
| expertise in | and assessments) | | | |
| being familiar | | | | |
| with the ELL | | | | |
| guidelines | | | | 1 |
| and job | | | | |
| responsibilities | | | | |
| of ERT and | | | | 1 |
| Bilingual | | | | |
| paraprofessiona | ı | | | |
| <u> </u> | | | | |

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| | 5C.4 | 5C.4 | 5C.4 | 5C.4 | 5C.4 |
|---|-----------------|--------------------------------|--|-----------------------------------|---------------------------|
| | Improving the | ELLs (LYA, LYB & | Who_ | Teacher Level | -FAIR |
| | | LYC) comprehension | WHO | reaction Dever | THIC |
| | | of course content/ | -School based Administrators | -Teachers reflect on lesson | CELLA |
| | | standards improves | School oused Hammistrators | outcomes and use this | CELET |
| | | in reading, language | -ESOL Resource Teachers | knowledge to drive future | |
| | ingii priority. | arts, math, science and | | instruction. | |
| | -Teachers | | -PLC Facilitators | instruction. | During the Grading Period |
| | | teachers working | The Fuel municipal state of the | -Teachers use the on-line grading | |
| | in drilling | collaboratively to | | system data to calculate their | Core curriculum end of |
| | | focus on ELL student | | - | core common unit with |
| | | learning. Specifically, | How | | data aggregated for ELL |
| | | they use the Plan-Do- | | SMART Goal | performance |
| | | | PLC logs (with specific ELL information) | _ | Î l |
| | | | | PLC Level | |
| | | work for ELL students. | | | |
| | | | | -Using the individual teacher | |
| | | | | data, PLCs calculate the ELL | |
| | | | | SMART goal data across all | |
| | | Action Steps | | classes/courses. | |
| | | -Teachers analyze | | -PLCs reflect on lesson | |
| | | CELLA data to | | outcomes and data used to drive | |
| | | identify ELL students | | future instruction. | |
| | | who need assistance in | | | |
| | | the areas of listening/ | | -ERTs meet with Reading, | |
| 1 | | speaking, reading and | | Language Arts, Social Studies | |
| 1 | | writing. | | and Science PLCs on a rotating | |
| | | | | basis to assist with the analysis | |
| | | Teachers use | | of Ell's performance data. | |
| | | time during PLCs | | F 1 1 / PY C | |
| | | to reinforce and | | -For each class/course, PLCs | |
| | | strengthen targeted | | chart their overall progress | |
| | | ELL Differentiated | | towards the ELL SMART Goal. | |
| | | Instruction lessons | | Landamhin Tang I 1 | |
| | | using the district | | Leadership Team Level | |
| | | provided ELL Differentiated | | -PLC facilitator/ Subject Area | |
| | | Instruction binders | | Leader/ Department Heads | |
| | | (provided by the | | shares ELL SMART Goal | |
| | | ELL Department) in | | data with the Problem Solving | |
| | | Reading, Language | | Leadership Team. | |
| | | Arts, Math, Science | | Leadership reall. | |
| | | and Social Studies. | | -Data is used to drive | |
| | | and Social Studies. | | Final is used to dilve | |

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| | | -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. | | teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs) | |
|---|----------|---|--|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Strategy | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| 5D. Students with | 5D 1 | 5D.1. | 5D.1. | 5D.1. | 5D.1. | |
|--------------------|---------------|----------------------------|-------------------------|---|---------------------------|--|
| Disabilities (SWD) | | | | | | |
| not making | -Need to | Strategy | Who | Teacher Level | -FAIR | |
| | provide | Strategy | WIIO | reacher bever | | |
| satisfactory | a school | SWD student | Principal, Site | -Teachers reflect on lesson outcomes | 1 | |
| progress in | organization | achievement | Administrator, | and use this knowledge to drive future | 1 | |
| reading. | structure and | improves | Assistance Principal | instruction. | During the Grading Period | |
| | procedure | through the | i issistante i interpar | | | |
| | | effective and | ESE Contact Teacher | Teachers use the on-line grading system | -Core curriculum end of | |
| | and on-going | | | data to calculate their students' progress | core common units with | |
| | review of | <u>implementatio</u> | | | data aggregated for SWD | |
| | students' | n of students' | | SMART Goal | performance | |
| | IEPs by both | IEP goals, | <u>How</u> | | | |
| | the general | strategies, | | PLC Level | 1 | |
| | education | | IEP Progress Reports | | 1 | |
| | and ESE | and | reviewed by AP. | -Using the individual teacher data, PLCs | 1 | |
| | | accommodation | | calculate the SMART goal data across all | 1 | |
| | address this | S. | | classes/courses. | 1 | |
| | barrier, the | l | | | 1 | |
| | AP will put | -Throughout | | -PLCs reflect on lesson outcomes and data | 1 | |
| | | the school | | used to drive future instruction. | 1 | |
| | | year, teachers | | Francisco de alegado en DI Constructo de la | 1 | |
| | school year. | of SWD | | -For each class/course, PLCs chart their | 1 | |
| | | review students' IEPs | | overall progress towards the SMART Goal. | 1 | |
| | | to ensure | | Leadership Team Level | | |
| | | that IEPs are | | Leadership Team Level | 1 | |
| | | implemented | | -PLC facilitator/ Subject Contacts/ Team | 1 | |
| | | consistently | | Leaders share SMART Goal data with the | 1 | |
| | | and with | | Problem Solving Leadership Team. | 1 | |
| | | fidelity. | | | 1 | |
| | | | | -Data is used to drive teacher support and | 1 | |
| | | -Teachers (both | | student supplemental instruction. | 1 | |
| | | individually | | | 1 | |
| | | and in PLCs) | | | 1 | |
| | | work to | | | 1 | |
| | | improve | | | 1 | |
| | | upon both | | | | |
| | | individually | | | | |
| | | and | | | | |
| | | collectively, | | | | |
| | | the ability to effectively | | | | |
| | | implement | | | | |
| | | IEP/SWD | | | | |

| | 56% | 60% | | | |
|-------------------|--------------|--|--|--|--|
| | | | | | |
| | Performance: | Performance: | | | |
| Reading Goal #5D: | 2012 Current | strategies and modifications into lessons. 2013 Expected Level of | | | |

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

| 5D.2. | 5D.2. | 5D.2 | 5D.2 | 5D.2 |
|------------------------------|---|--|--|---------------------------|
| proficiency of | Strategy/Task | Who | Teacher Level | -FAIR |
| | SWD student achievement improves | -School based Administrators | -Teachers reflect on lesson outcomes and use this | |
| | through <u>teachers'</u> implementation of | -PLC Facilitators | | During the Grading Period |
| -Teachers need support | the Plan-Do-Check- Act model in order to | | Total on the state of the | -Core curriculum end of |
| in drilling | plan/carry out lessons/ | How_ | -Teachers use the on-line grading system data to calculate their | data aggregated for SWD |
| | assessments with appropriate strategies | PLC logs (with specific SWD information) | students' progress towards their PLC and/or individual SWD | performance |
| | and modifications. | for like courses/grades. | SMART Goal. | |
| -General educational | | | PLC Level | |
| teacher and | Actions | | -Using the individual teacher | |
| ESE teacher need consistent, | Plan | | data, PLCs calculate the SWD SMART goal data across all | |
| on-going co- | F | | classes/courses. | |
| planning time. | For an upcoming unit of instruction | | -PLCs reflect on lesson | |
| | determine the following: | | outcomes and data used to drive future instruction. | |
| | | | | |
| | -What do we want our SWD to learn by the | | -For each class/course, PLCs chart their overall progress | |
| | end of the unit? | | towards the SWD SMART Goal. | |
| | -What are standards that our SWD need to | | Leadership Team Level | |
| | learn? | | -PLC facilitator/ Subject | |
| | -How will we assess | | Contacts and Team Leaders share SWD SMART Goal | |
| | these skills/standards for our SWD? | | data with the Problem Solving Leadership Team. | |
| | | | - | |
| | -What does mastery look like? | | -Data is used to drive teacher support and student | |
| | -What is the SMART | | supplemental instruction. | |
| | goal for this unit of | | | |
| | instruction for our SWD? | | | |

| Plan for the "Do" | |
|---|---|
| | |
| What do teachers need | |
| to do in order to meet | |
| the SWD SMART | |
| goal? | |
| -What resources do we | |
| need? | |
| | |
| -How will the lessons | |
| be designed to | |
| maximize the learning | |
| of SWD? | |
| -What checks-for- | |
| understanding will | |
| we implement for our | |
| SWD? | |
| -What teaching | ļ |
| strategies/best | |
| practices will we use to | |
| help SWD learn? | |
| | |
| -Specifically how will | |
| we implement the | |
| strategy during the lesson? | |
| the 1635OH: | |
| -What are teachers | |
| going to do during the lesson for SWD? | |
| lesson for SWD? | |
| What are SWD going | |
| -What are SWD going to do during the lesson | |
| to maximize learning? | |
| | |
| | |
| | |
| Reflect on the "Do"/ | |
| Analyze Checks for | |

| Understanding and |
|--------------------------------|
| |
| Student Work during |
| the unit. |
| |
| For lessons that have |
| already been taught |
| within the unit of |
| instruction, teachers |
| reflect and discuss |
| one or more of the |
| following regarding |
| their SWD: |
| illen SWD. |
| -What worked within |
| |
| the lesson? How |
| do we know it was |
| successful? Why was it |
| successful? |
| |
| -What didn't work |
| within the lesson? |
| Why? What are we |
| going to do next? |
| |
| -For the |
| implementation of |
| |
| the strategy, what worked? How |
| |
| do we know it was |
| successful? Why |
| was it successful? |
| What checks for |
| understanding were |
| used during the |
| lessons? |
| |
| -For the |
| implementation of the |
| strategy, what |
| didn't work? Why? |
| What are we going to |
| do next? |
| UU IIÇAL! |
| What are die |
| -What were the |
| outcomes of the checks |

| · · · · · · · · · · · · · · · · · · · |
|---------------------------------------|
| for understanding? |
| And/or analysis of |
| student performance? |
| |
| -How do we take |
| what we have learned |
| and apply it to future |
| lessons? |
| |
| |
| |
| Reflect/Check – |
| Analyze Data |
| |
| Discuss one or more of |
| the following: |
| |
| -What is the SWD |
| data? |
| |
| -What is the data |
| telling us as individual |
| teachers? |
| |
| -What is the data |
| telling us as a grade |
| level/PLC/department? |
| |
| -What are SWD not |
| learning? Why is this |
| learning? Why is this occurring? |
| |
| -Which SWD are |
| learning? |
| |
| |
| |
| Act on the Data |
| |
| After data analysis, |
| develop a plan to act |
| on the data. |
| |
| -What are we going |
| to do about SWD not |
| to do about SWD not |

| learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are | | | | |
|---|------|------|------|--|
| working? | 5D.3 | 5D.3 | 5D.3 | |

Reading Professional Development

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

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or PLC Leader

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

| Differentiated Instruction | K-5 | -Subject contact | s All teachers | -On-going | Classroom walk-throughs | Administration Team |
|---|-----|---|---|-----------------------------|------------------------------------|--|
| | | -Course specific PLC Facilitators -Reading Coach | and on-going PLCs | t -Demonstration classrooms | Optional peer teacher observations | Instructional Coaches Subject Contacts |
| The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Information Text, and Sharing of Comple: Text with All Students (K-12) | X | Reading Coach and Subject Contacts | All teachers Faculty Professional Development and on-going PLCs | On-going t | Classroom walkthroughs | Administration Team Reading Coach Subject Contacts |
| Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12) | K-5 | Reading Coach and Subject Contacts | All teachers Faculty Professional Development and on-going PLCs | On-going t | Classroom walkthroughs | Administration Team Reading Coach Subject Contacts |
| Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12) | K-5 | Reading Coach and Subject Contacts | All teachers Faculty Professional Development and on-going PLCs | On-going t | Classroom walkthroughs | Administration Team Reading Coach Subject contacts |
| ELL Strategies | K-5 | English Language Learner Resourd Teacher (ERT) | All teachers EFaculty Professional Development and on-going PLCs | On-going t | Classroom walkthroughs | Administration Team |

PART II: EXPECTED IMPROVEMENTS

Elementary or Middle School Mathematics Goals

| Elementary | Problem- Solving Process to Increase Student Achieve ment | | | | |
|--|--|--|--|-------------------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| 4 70 4 70 | L . | L | L . | L. | L . | |
|----------------|---------------|---------------|--------------------------------|---|----------------------------------|--|
| 1. FCAT | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | |
| 2.0: Students | | | | | | |
| scoring | -Lack of | Strategy | Who | PLCs will review unit assessments | 2x per year | |
| proficient/ | infrastructur | | | and chart the increase in the number of | | |
| satisfactory | e to support | Students' | - Principal | students reaching at least 80% mastery on | District Baseline and Mid-Year | |
| performance | | math | • | units of instruction. | Testing | |
| in mathematics | | achievements | -Leadership Team | | | |
| | -Lack of | improve | • | | L | |
| (Level 3-5). | | through | | | | |
| | | the use of | | PLC facilitator will share data with the | On-going Standard Based | |
| | | technology | How Monitored | Problem Solving Leadership Team. The | Assessments (FOCUS tests and | |
| | -Teachers | and hands- | | | GoMath) | |
| | at varying | on activities | -PLCS turn their logs into | review assessment data for positive trends. | , | |
| | understan | to implement | administration and/or coach | • | L | |
| | | | after a unit of instruction is | | | |
| | intent of the | Core State | complete. | | During the Grading Period | |
| | CCSS | Standards. | • | | | |
| | | In addition, | -PLCs receive feedback on | | -Core Curriculum Assessments | |
| | | student | their logs. | | (pre, mid, end of unit, chapter, | |
| | | practice | | | etc.) | |
| | | | -Classroom walk-throughs | | | |
| | | assessments | observing this strategy. | | | |
| | | to prepare | | | | |
| | | students for | -Administrator and coach | | | |
| | | | aggregates the walk-through | | | |
| | | testing. | data school-wide and shares | | | |
| | | | with staff the progress of | | | |
| | | | strategy implementation | | | |
| | | Action Steps | - | | | |
| | | -PLCs use | | | | |
| | | their core | | | | |
| | | curriculum | | | | |
| | | information | | | | |
| | | to learn | | | | |
| | | more about | | | | |
| | | hands-on and | | | | |
| | | technology | | | | |
| | | activities. | | | | |
| | | -Additional | | | | |
| | | action steps | | | | |
| | | for this | | | | |
| | | strategy are | | | | |
| | | outlined on | | | 1 | |

| Mathematics | | grade level/ content area PLC action plans. 2013 Expected Level of | | | |
|---|--------------------|---|--|--|--|
| The percentage of students scoring a | <u>Performance</u> | Performance | | | |
| Level 3 or higher on the 2013 FCAT Math will increase from 77% to 84%. | | | | | |
| | | | | | |
| | 77% | 84% | | | |

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| 1.2. | 1.2 | Who | 1.1 | 1.1 | |
|--|--|---|---|---|--|
| -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk- throughs is sometimes challenging. | Strategy/Task Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/ prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. Actions/Details Within PLCs -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons | -Principal -Leadership Team How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is completePLCs receive feedback on their LogsClassroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrators aggregates the walk-through data school-wide and shares with staff the progress of strategy | PLCs will review unit assessments and chart the | 2x per year District Baseline and Mid-Year Testing On-going Standard Based Assessments (FOCUS tests and GoMath) During the Grading Period -Core Curriculum Assessments (Pre, mid, end of unit, chapter, interventions etc.) | |
| walk- throughs is sometimes challenging. | questions/activities. -Teachers plan higher order questions/activities | implementation | | | |

| | | samples and classroom questions using Webb's | \Box |
|-----|--|--|--------|
| | | Depth of Knowledge to | |
| | | evaluate the sophistication/ | |
| | | complexity of students' | |
| | | thinking. | |
| | | -Use student data to identify | |
| - | | successful higher order | |
| - | | questioning techniques for | |
| - | | future implementation. | |
| | | | |
| | | | |
| | | In the classroom | |
| - | | During the lessons. | |
| - | | teachers: | |
| - | | | |
| | | -Ask questions and/ | |
| | | or provides activities | |
| - | | that require students to | |
| | | engage in frequent higher order thinking as defined | |
| | | by Webb's Depth of | |
| - | | Knowledge. | |
| | | | |
| - | | -Wait for full attention from | |
| - | | the class before asking | |
| | | questions. | |
| | | -Provide students with wait | |
| - | | time. | |
| | | | |
| | | -Use probing questions | |
| | | to encourage students | |
| | | to elaborate and support assertions and claims drawn | |
| - | | from the text/content. | |
| | | | |
| | | -Allow students to | |
| - [| | "unpack their thinking" by | |
| - [| | describing how they arrive | |
| | | at an answer. | |
| - 1 | | 1 1 1 | - 1 |

| -Encourage discussion by |
|-------------------------------|
| using open-ended questions. |
| |
| -Ask questions with |
| multiple correct answers or |
| multiple approaches. |
| |
| -Scaffold questions to help |
| students with incorrect |
| answers. |
| |
| -Engage all students in the |
| discussion and ensure that |
| all voices are heard. |
| |
| |
| |
| |
| |
| During the lessons, students: |
| |
| -Have opportunities to |
| formulate many of the high- |
| level questions based on the |
| text/content. |
| |
| -Have time to reflect on |
| classroom discussion to |
| increase their understanding |
| (and without teacher |
| mediation). |
| |
| |
| |
| School Leadership |
| |
| -The coach/resource |
| teacher/PLC member/ |
| administrator collects higher |
| order questioning walk- |
| through data using Webb's |
| Depth of Knowledge wheel. |
| |
| -Monthly, school leaders |
| conduct one-on-one data |

| | | | chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty). | | | |
|--|------------------------|----------|---|--|-------------------------|--|
| | | 1.3. | 1.3. | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| 2. FCAT 2.0: | 2.1. | | 2.1. <u>Who</u> | 2.1. PLCs will review unit assessments | 2.1. <u>2x per year</u> | |
|------------------|------|-------------|--------------------------------|---|---------------------------------------|--|
| Students | | | | and chart the increase in the number of | | |
| scoring | | | Dain sin sl | students reaching at least 90% mastery on | District Baseline and Mid-Year | |
| | | 2.1. | -Principal | units of instruction. | | |
| Achievement | | a | l | | Testing | |
| Levels 4 or 5 in | | | -Leadership Team | | | |
| mathematics. | | <u>Task</u> | | | <u> </u> | |
| | | | -AGP Teachers | | | |
| | | Students' | | PLC facilitator will share data with the | On-going Standard Based | |
| | | math | | Problem Solving Leadership Team. The | Assessments (FOCUS tests and | |
| | | achievement | | Problem Solving Leadership Team will | GoMath) | |
| | | improves | How Monitored | review assessment data for positive trends. | | |
| | | through | | · | | |
| | | | -PLCS turn their logs into | | Γ | |
| | | | administration and/or coach | | During the Grading Period | |
| | | | after a unit of instruction is | | <u> </u> | |
| | | | complete. | | -Core Curriculum Assessments | |
| | | questions/ | [| | 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | |
| | | | -PLCs receive feedback on | | (Pre, mid, end of unit, chapter, | |
| | | | their | | interventions etc.) | |
| | | to deepen | then | | interventions etc.) | |
| | | | Logs. | | | |
| | | student | Logs. | | | |
| | | | -Classroom walk-throughs | | | |
| | | | using Webb's Depth | | | |
| | | | of Knowledge wheel | | | |
| | | | | | | |
| | | | as a higher order walk- | | | |
| | | | through form. They look | | | |
| | | | for implementation of | | | |
| | | | strategy with fidelity and | | | |
| | | | consistency | | | |
| | | students, | | | | |
| | | | -Administrators aggregate | | | |
| | | | the walk-through data | | | |
| | | | school-wide and shares with | | | |
| | | | staff the progress of strategy | | | |
| | | | implementation | | | |
| | | complex | | | | |
| | | material. | | | | |
| | | | ĺ | | | |
| | | | ĺ | | | |
| | | | ĺ | | | |
| | | Actions/ | ĺ | | | |
| | | Details | ĺ | | | |
| | | | l | | | |
| | | Within PLCs | ĺ | | | |

| | | | |
|----------|----------------------------|--|------|
| 1 | | | |
| | -Teachers | | |
| | work to | | |
| | improve | | |
| | upon both | | |
| | upon both individually | | |
| | and | | |
| | aliu | | |
| | collectively, | | |
| | the ability to effectively | | |
| | effectively | | |
| | use higher | | |
| | order | | |
| | questions/ | | |
| | activities. | | |
| 1 | | | |
| 1 | -Teachers | | |
| 1 | plan higher | | |
| | order | | |
| | order | | |
| | questions/ | | |
| | activities for | | |
| | upcoming | | |
| | lessons to | | |
| | increase the | | |
| | lessons' rigor | | |
| | and promote student | | |
| | student | | |
| | achievement. | | |
| | ueme vement. | | |
| | -Teachers | | |
|]] | - Teachers | | |
|]] | plan for | | |
|] | scaffolding | | |
|] | questions | | |
| | and activities | | |
| | to meet the | | |
|] | differentiated | | |
| | needs of | | |
| 1 | students. | | |
| 1 | | | |
|] | -After the | | |
| 1 | loggong | | |
|] | lessons, | | |
|] | teachers | | |
|] | examine | | |
| | student work | | |
| | samples and | | |
| | classroom | | |
| | | | |

| questions | | |
|--------------------------------|--|--|
| using Webb's | | |
| Depth of | | |
| Knowledge | | |
| to evaluate | | |
| to evaluate | | |
| the | | |
| sophisticatio | | |
| n/complexity | | |
| n/complexity of students' | | |
| thinking. | | |
| | | |
| -Use student | | |
| data to | | |
| data to identify | | |
| successful | | |
| Successiui biology and an | | |
| higher order | | |
| questioning techniques | | |
| techniques | | |
| for future | | |
| implementati | | |
| on. | | |
| | | |
| | | |
| | | |
| In the | | |
| classroom | | |
| cussioom | | |
| D. viv. d. | | |
| During the | | |
| lessons. | | |
| <u>teachers:</u> | | |
| | | |
| -Ask | | |
| questions | | |
| and/or | | |
| provides | | |
| activities | | |
| that require | | |
| students to | | |
| engage in | | |
| fraguent | | |
| frequent higher order thinking | | |
| nigner order | | |
| thinking | | |
| as defined | | |
| as defined by Webb's | | |
| Depth of | | |

| | Knowledge. | | | |
|----------|------------------------------|---|--|--|
| 1 1 | · | | | |
| l l L | Wait for | | | |
| | full attention | | | |
| | from the | | | |
| | | | | |
| | class before | | | |
| | asking | | | |
| | questions. | | | |
| | | | | |
| l | Provide | | | |
| | students with | | | |
| | wait time. | | | |
| l l | wait time. | | | |
| | I Ing marking | l | | |
| | Use probing | l | | |
| | questions to | l | | |
| | encourage | l | | |
| | students to | l | | |
| | elaborate | | | |
| | and support | | | |
| | assertions | | | |
| | and claims | | | |
| | and claims | | | |
| | drawn from | | | |
| t | he text/ | | | |
| | content. | | | |
| 1 1 | | | | |
| 1 1 1 | Allow | | | |
| | students to | | | |
| l I | unnack their | | | |
| | ʻunpack their hinking" by | | | |
| | Inniking by | l | | |
| | describing now they | | | |
| | now they | l | | |
| | arrive at an | | | |
| | answer. | | | |
| | | l | | |
| L | Encourage | | | |
| | Encourage discussion | | | |
|] [| by using | l | | |
| | by using | | | |
| | ppen-ended | l | | |
| | questions. | l | | |
| | | | | |
| | Ask | l | | |
| | questions | | | |
| l k | with multiple | l | | |
| l l | correct | l | | |
| | | | | |
| <u> </u> | answers or | | | |

| | | multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. | | | | | |
|---|---------------------------------------|--|------|------|------|------|--|
| Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 48% to 51%. | <u>Level of</u> <u>Performance</u> | 2013 Expected Level of Performance: | | | | | |
| | 48% | 51% 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |

| | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
|--|-----|-----|--|-------------------------|-----|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |

| 3. FCAT 2.0: | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. | | |
|-----------------|----------------|--------------------------------|--------------------------------|--|--------------------------------|---|--|
| Points for | | | | | | 1 | |
| students making | PLCs | Strategy | Who | School has a system for PLCs to record | 2x per year | 1 | |
| | struggle | | | and report during-the-grading period | | | |
| in mathematics. | | Students' | | | District Baseline and Mid-Year | | |
| in mathematics. | | math | 1 | coach, and/or leadership team. | Testing | | |
| | | achievement | -AP | | | | |
| | and data | improves | | | L | | |
| | analysis | through | -Math Contact | | | | |
| | | <u>teachers</u> | | | On-going Standard Based | 1 | |
| | | working_ | -Subject Grade level | | Assessments (FOCUS tests and | | |
| | their leaning. | | representatives | | GoMath) | | |
| | | ely to focus | l | | | 1 | |
| | | on student | -PLC facilitators of like | | - | | |
| | this year | learning. | grades and/or like courses | | | 1 | |
| | | Specifically, | | | During the Grading Period | | |
| | being trained | | | | G | | |
| | | the <u>Plan-</u> | How | | Common assessments (pre, post, | | |
| | | Do-Check- Act mode | 110W | | mid, section, end of unit) | | |
| | "Instructiona | | PLCS turn their logs into | | | | |
| | l Unit" log. | allu log to structure their | administration after a unit of | | | | |
| | i Ollit log. | way of work | instruction is complete. | | | | |
| | | Using the | P | | | | |
| | | backwards | -PLCs receive feedback on | | | | |
| | | design model | their logs. | | | | |
| | | for units of | | | | 1 | |
| | | instruction, | -Administrators attend | | | 1 | |
| | | teachers | targeted PLC meetings | | | | |
| | | focus on the | | | | | |
| | | following | -Progress of PLCs discussed | | | | |
| | | four | at Leadership Team | | | | |
| | | questions: | | | | 1 | |
| | | | -Administration shares the | | | 1 | |
| | | 1. 11144 | data of PLC visits with staff | | | | |
| | | 15 16 11 6 | on a monthly basis. | | | | |
| | | expect | | | | | |
| | | them to | | | | | |
| | | learn? | | | | 1 | |
| | | 2. How | | | | | |
| | | 2. How will we | | | | 1 | |
| | | know | | | | | |
| | | if they | | | | | |
| | | have | | | | 1 | |
| | | navc | | | | | |

| | learned | | |
|---|---------------------|---|---|
| 1 | it? | | |
| 1 | | | |
| | 3. How | | |
| 1 | 5. HOW | | |
| | will we | | |
| 1 | respond | | |
| 1 | if they | | |
| 1 | don't | | |
| | learn? | | |
| | | | |
| 1 | 4. How | | |
| | will we | | |
| 1 | will we | | |
| 1 | respond if they | | |
| 1 | if they | | |
| 1 | already | | |
| | know it? | | |
| 1 | | | |
| | | | |
| | | | |
| | Actions/ | | |
| 1 | <u>Details</u> | | |
| | Details | | |
| | This | | |
| | -This year, | | |
| | the like- | | |
| | course | | |
| | PLCs will | | |
| 1 | administer | | |
| | common end- | | |
| | of-chapter | | |
| | assessments | | |
| | assessments. The | | |
| | assessments | | |
| | will be | | |
| | WIII DE | 1 | |
| | identified/ | 1 | |
| | generated | 1 | |
| | prior to the | 1 | |
| | teaching of | 1 | |
| | the unit. | 1 | |
| | | | |
| | -Grade level/ | | |
| | like-course | | |
| | DI Carraga | 1 | |
| | PLCs use a | | |
| | Plan-Do- | | |
| | Check-Act | | |
| | "Unit of | | |
| | • • | • | • |

| | 1 | Instruction" | İ | i | |
|----------------------|---------------|------------------------|---|---|--|
| | | Instruction | | | |
| | | log to | | | |
| | | guide their | | | |
| | | discussion | | | |
| | | and way | | | |
| | | of work. | | | |
| | | Discussions | | | |
| | | are | | | |
| | | summarized | | | |
| | | on log. | | | |
| | | on log. | | | |
| | | A -1 -1:4:1 | | | |
| | | -Additional | | | |
| | | action steps | | | |
| | | for this | | | |
| | l | strategy are | | | |
| | | outlined on | | | |
| | | grade level/ | | | |
| | | content area | | | |
| | | PLC action | | | |
| | | plans. | | | |
| | | pians. | | | |
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| | | | | | |
| Mathematics Goal #3: | 2012 Current | 2013 Expected | | | |
| #3: | Level of | Level of Performance:* | | | |
| | Performance:* | Performance:* | | | |
| | | | | | |
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| D.: | | | | | |
| Points earned from | | | | | |
| students making | | | | | |
| learning gains on | | | | | |
| the 2013 FCAT | | | | | |
| Math will increase | | | | | |
| from 69 points to | | | | | |
| 74 points. | | | | | |
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| 6 | 69 | 74 | | | |
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| | point | point | | | |
| S | 5 | S | | | |

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

| | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
|---|----------------|---|--|----------------------------------|----------------------------------|
| | | 0.4. | | | |
| 1 | -Teachers | | Who | Teacher Level | 2x per vear |
| 1 | tend to only | Strategy/Task_ | TYTIC TO THE TOTAL THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TOTAL TO THE TO | rodener Bever | <u> </u> |
| 1 | differentiate | | -Principal | -Teachers reflect on lesson | District Baseline and Mid-Year |
| 1 | after the | Students' math achievement | · . | outcomes and use this | Testing |
| 1 | lesson is | improves when teachers use | -AP | knowledge to drive future | |
| 1 | | on-going student data to | | instruction. | |
| 1 | of planning | differentiate instruction. | -Math Contact | | Γ |
| 1 | how to | | | -Teachers maintain their | On-going Standard Based |
| 1 | differentiate | | Subject Grade Level Representatives | assessments in the on-line | Assessments (FOCUS tests and |
| 1 | the lesson | A /D 1: | | grading system. | GoMath) |
| 1 | when new | Actions/Details_ | PLC facilitators of like grades and/or | | |
| 1 | content is | Within DI Co B come | subjects | -Teachers use the on-line | L |
| | presented. | Within PLCs <u>Before</u> Instruction and <u>During</u> | _ | grading system data to calculate | |
| | | Instruction and <u>During</u> Instruction of New Content | | their students' progress towards | During the Grading Period |
| 1 | -Teachers are | Instruction of New Content | | the development of their | |
| | at varying | -Using data from previous | How | individual/PLC SMART Goal. | Common assessments (pre, |
| 1 | levels | assessments and daily | | | post, mid, section, end of unit) |
| 1 | of using | classroom performance/ | PLCS turn their logs into administration | PLC Level | |
| 1 | Differentiate | | and/or coach after a unit of instruction is | | |
| 1 | d Instruction | Differentiated Instruction | complete. | -Using the individual teacher | |
| 1 | strategies. | groupings and activities for | | data, PLCs calculate the | |
| 1 | | the delivery of new content | -PLCs receive feedback on their logs. | SMART goal data across all | |
| 1 | -Teachers | in upcoming lessons. | | classes/courses. | |
| 1 | tend to give | in apcoming ressons. | -Administrators and coaches attend | | |
| 1 | all students | In the classroom | targeted PLC meetings | -PLCs reflect on lesson | |
| 1 | the same | | | outcomes and data used to drive | |
| 1 | lesson, | -During the lessons, | Progress of PLCs discussed at Leadership | future instruction. | |
| | handouts, etc. | students are involved in | Теат | | |
| | | flexible grouping techniques | | - For each class/course, PLCs | |
| | | | Administration shares the data of PLC | chart their overall progress | |
| | | PLCs <u>After</u> Instruction | visits with staff on a monthly basis. | towards the SMART Goal. | |
| | | 1 | | Landamhin Tanna Land | |
| | | -Teachers reflect and | | Leadership Team Level | |
| | | discuss the outcome of their | | -PLC facilitator/ Subject | |
| | | DI lessons. | | contacts and Grade level | |
| | | | | representatives share SMART | |
| | | -Use student data to identify | | Goal data with the Problem | |
| | | successful DI techniques for | | Solving Leadership Team. | |
| | | future implementation. | | Bolving Leadership Team. | |
| | | L., ., ., ., | | -Data is used to drive | |
| | | -Using a problem-solving | | teacher support and student | |
| | | question protocol, identify | | supplemental instruction. | |
| | | | | puppiementai mstruction. | |

| | | students who need re- teaching/interventions and how that instruction will be provided. (Questions are listed in the 2012- 2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/content area PLCs. | | | | |
|--|----------|---|--|-------------------------|------|--|
| | 3.3. | 3.3. | 3.3. | 33. | 3.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |

| 4 ECAT | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. | |
|-----------------|----------------|----------------|-------------------------------|--|-----------------------------------|--|
| | 4.1. | 4.1. | 4.1. | H.1. | 4.1. | |
| 2.0: Points | | | | | | |
| for students | -Scheduling | | <u>Who</u> | -Tracking of coach's participation in | 2x per year | |
| in Lowest | time for the | Across all | | PLCs. | | |
| 25% making | principal/AP | | Administration | | District Baseline and Mid-Year | |
| learning gains | to meet with | | | -Tracking of coach's interactions with | Testing | |
| in mathematics. | the academic | ; | | teachers (planning, co-teaching, modeling, | | |
| in mathematics. | coach on a | | | de-debriefing, professional development, | L | |
| | regular basis. | | <u>How</u> | and walk throughs. | | |
| | | Strategy/ | | | On-going Standard Based | |
| | -Teachers | <u>Task</u> | -Review of PLC log | -Administrators/Contact Leader meetings | Assessments (FOCUS tests and | |
| | willingness | | | to review log and discuss action plan for | GoMath) | |
| | to accept | Students' | -Review of PLC log of | coach for the upcoming two weeks. | | |
| | support from | math | support to targeted teachers. | | | |
| | the Math | achievement | | | 1 | |
| | Contacts. | improves | -Administrative walk- | | 1 | |
| | | through | throughs | | | |
| | | teachers' | an ougho | | During the Grading Period | |
| | | collaborati | | | Saming and Grading 1 threa | |
| | | on with the | | | - Common assessments (pre, | |
| | | academic | | | post, mid, section, end of unit) | |
| | | coach in all | | | post, inia, section, ena er aint) | |
| | | content areas. | | | | |
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| | | Actions/ | | | | |
| | | Details | | | | |
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| | | Academic | | | | |
| | | Coach | | | | |
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| | | -The | | | | |
| | | academic | | | 1 | |
| | | coach and | | | | |
| | | administrati | | | 1 | |
| | | on conducts | | | 1 | |
| | | one-on- | | | | |
| | | one data | | | | |
| | | chats with | | | 1 | |
| | | individual | | | | |
| | | teachers | | | 1 | |
| | | using the | | | | |
| | | teacher's | | | 1 | |
| | | student | | | 1 | |
| | | piudelli | | | | |

| | past and/or | | |
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| | present data. | | |
| | present data. | | |
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| | -The | | |
| | academic | | |
| | coach rotates | | |
| | through all subjects' PLCs to: | | |
| | gubicats' | | |
| | Subjects DI G | | |
| | PLCs to: | | |
| | | | |
| | Facilitate | | |
| | lesson | | |
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| 1 1 | rigorous tasks | | |
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| 1 1 | Facilitate | | |
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| | writing, | | |
| | witting, | | |
| | selection | | |
| | of higher- | | |
| | order, text- | | |
| | dependent | | |
| | questions/ | | |
| | activities, | | |
| | activities, | | |
| | with an | | |
| 1 | emphasis | | |
| 1 | on Webb's | | |
| 1 | Depth of | | |
| 1 | Knowledge | | |
| 1 1 | Knowledge question | | |
| 1 | question | | |
| 1 | hierarchy | | |
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| 1 1 | Facilitate | | |
| 1 1 | the | | |
| 1 | the identification, | | |
| 1 | selection, | | |
| 1 | selection, | | |
| | development | | |
| 1 1 | of rigorous | | |
| 1 1 | core | | |
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| 1 | common | | |
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| 1 1 | assessments, | | |
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| I | Facilitate | |] |
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| sore surriculum assessment data analysis Facilitate the planning for interventions and the intentional grouping of the students Using walk- through data, the academic souch and administrat son identify teachers for support in so-planning, modeling, so-t-eaching, observing and debrie fing, The neademic coach trains each subject urea PLC on how to facilitate their own PLC using structured protocols. Throughout | | | | |
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| surriculum sassessment lata analysis -Facilitate the planning for interventions and the intentional grouping of the students -Using walk- through data, the academic coach and administrat ton identify teachers for support in co-planning, modeling, co-teaching, biserving and televinefing. -The seademic coach strains ach seademic coach serving and televinefing. -The seademic coach serving and televinefing. -The seademic coach trains sach subject area PLC on how to facilitate their own PLC using smetured protocols. -Throughout | | core | | |
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| he planning for interventions and the intentional grouping of the students -Using walk- through data, the academic coach and administrat ton identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The neademic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | duta anary 515 | | |
| he planning for interventions and the intentional grouping of the students -Using walk- through data, the academic coach and administrat ton identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The neademic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | Facilitate | | |
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| and the intentional grouping of the students - Using walk-through data, the academic coach and administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. - The academic coach trains cach subject area PLC on how to facilitate their own PLC using structured protocols. - Throughout | | planning for | | |
| intentional grouping of the students -Using walk- through data, the academic coach and administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | interventions | | |
| rouping of the students -Using walk-through data, the academic coach and administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | and the | | |
| the students -Using walk- through data, the academic coach and administrat ton identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | Intentional | | |
| the students -Using walk- through data, the academic coach and administrat ton identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | grouping of | | |
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| through data, the academic coach and administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocolsThroughout | 1 | -Using walk- | | |
| the academic coach and administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. Throughout | 1 | through data, | | |
| coach and administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | 1 | the academic | | |
| administrat ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | coach and | | |
| ion identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | administrat | | |
| teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | ion identify | | |
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| co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | support iii | | |
| co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | co-planning, | | |
| and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocolsThroughout | | modeling, | | |
| and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocolsThroughout | | co-teaching, | | |
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| -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocolsThroughout | | and | | |
| academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | debriefing. | | |
| academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | | | |
| coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | -The | | |
| coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | academic | | |
| each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout | | coach trains | | |
| on how to facilitate their own PLC using structured protocolsThroughout | | each subject | | |
| on how to facilitate their own PLC using structured protocolsThroughout | | area PLČ | | |
| facilitate their own PLC using structured protocolsThroughout | | on how to | | |
| their own PLC using structured protocolsThroughout | | facilitate | | |
| PLC using structured protocols. -Throughout | | their own | | |
| structured protocols. -Throughout | | PI C using | | |
| protocolsThroughout | 1 | etructured | | |
| -Throughout | 1 | protocols | | |
| -Throughout | | protocois. | | |
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| Mha gabaal | | - I hroughout | | |
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| year, the | | year, the | | |
| academic | | academic | | |

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| | | chats with | | | |
| | | individual | | | |
| | | teachers | | | |
| | | using the | | | |
| | | data gathered | | | |
| | | from walk- | | | |
| | | through | | | |
| | | tools. This | | | |
| | I | LOOIS. I IIIS | | | |
| | | data is used | | | |
| | I | for future | | | |
| | I | professional | | | |
| | I | development, | | | |
| | | both | | | |
| | | individually | | | |
| | | and as a | | | |
| | | department. | | | |
| | | department. | | | |
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| Mathematics Goal | 2012 Current | 2013 Expected | | | |
| #4. | Level of | Level of | | | |
| // | Performance | Performance: | | | |
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| D. i. 4 1 C. | | | | | |
| Points earned from | | | | | |
| students in the | I | | | | |
| bottom quartile | | | | | |
| making learning | | | | | |
| gains on the 2013 | | | | | |
| FCAT Math will | | | | | |
| increase from 52 | I | | | | |
| points to 65points. | I | | | | |
| points to obpoints. | | | | | |
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| 4.2 | 4.2 | 4.2 | 4.2 | 4.2 | |
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| | | | | | |
| -The | Strategy | Who | Supplemental data shared | Curriculum Based | |
| Extended | | | with leadership and classroom | Measurement CBM And focus | |
| | Students' math achievement | | teachers who have students. | tests. | |
| | improves through receiving | | | | |
| | ELP supplemental | | | | |
| | instruction on targeted skills | | | | |
| | | How Monitored_ | | | |
| specific skill | level | | | | |
| weaknesses | | Administrators will review the | | | |
| of the | | communication logs and data collection | | | |
| students | | used between teachers and ELP teachers | | | |
| | Action Steps | outlining skills that need remediation. | | | |
| data on an | | | | | |
| ongoing | -Classroom teachers | | | | |
| basis. | communicate with the ELP | | | | |
| | teachers regarding specific | | | | |
| | skills that students have not | | | | |
| | mastered. | | | | |
| correlation | | | | | |
| | -ELP teachers identify | | | | |
| | lessons for students that | | | | |
| | target specific skills that are | | | | |
| | not at the mastery level. | | | | |
| classroom | | | | | |
| and the | - Students attend ELP | | | | |
| | sessions. | | | | |
| received | D | | | | |
| during ELP. | - Progress monitoring data | | | | |
| M::1 | collected by the ELP teacher | | | | |
| | on a weekly or biweekly basis and communicated | | | | |
| | back to the regular | | | | |
| | classroom teacher. | | | | |
| ELP teachers. | ciassiooni teacher. | | | | |
| ELF teachers. | -When the students have | | | | |
| | mastered the specific skill, | | | | |
| | they are exited from the | | | | |
| | ELP program. | | | | |
| | program. | | | | |
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| Math Goal #5: | | | | |
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| 5A. Student | 5A.1. | 5A.1 | 5A.1. | 5A.1. | 5A.1. | |
|--------------------|---------------|----------------|----------|-------|-------|--|
| subgroups by | | | | | | |
| ethnicity (White, | | Strategy | | | | |
| Black, Hispanic, | | Strategy | | | | |
| Asian, American | | Students' | | | | |
| | | math | | | | |
| Indian) not | | achievements | | | | |
| making | Strategy | improve | | | | |
| patistactui y | Strategy | through | | | | |
| progress in | Students' | the use of | | | | |
| mathematics | math | technology | | | | |
| | achieveme | and hands- | | | | |
| | nts improve | on activities | | | | |
| | through | to implement | | | | |
| | the use of | the Common | | | | |
| | technology | Core State | | | | |
| | and hands- | Standards. | | | | |
| | on activities | In addition, | | | | |
| | to implement | student | | | | |
| | the Common | practice | | | | |
| | Core State | taking on-line | 1 | | | |
| | Standards. | assessments | | | | |
| | In addition, | to prepare | | | | |
| | student | students for | | | | |
| | practice | on-line state | | | | |
| | taking | testing. | | | | |
| | on-line | | | | | |
| | assessments | Action Steps | | | | |
| | to prepare | retion Steps | T | | | |
| | students for | -PLCs use | | | | |
| | on-line state | their core | | | | |
| | testing. | curriculum | | | | |
| | | information | | | | |
| | Action | to learn | | | | |
| | Steps | more about | | | | |
| | | hands-on and | | | | |
| | -PLCs use | technology | | | | |
| | their core | activities. | | | | |
| | curriculum | | | | | |
| | information | -Additional | | | | |
| | to learn more | action steps | | | | |
| | about hands- | for this | | | | |
| | on and | strategy are | | | | |
| | technology | outlined on | | | | |

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| activities. | grade level/ | | | |
|--------------|--------------|--|--|--|
| | content area | | | |
| -Additional | PLC action | | | |
| action steps | plans. | | | |
| for this | | | | |
| strategy are | | | | |
| outlined on | | | | |
| grade level/ | | | | |
| content area | | | | |
| PLC action | | | | |
| plans. | | | | |
| | | | | |
| 1 | | | | |

| The percentage of White_students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase | <u>Performance:</u> | | | |
|---|-------------------------|--|--|--|
| The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase | | | | |
| from61_% to65%. | | | | |
| | | | | |
| | White:81 | | | |
| | Black:61 Hispanic:69 | | | |
| | Asian:84 | | | |
| | American Indian: | | | |

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

| 1.2 | 5A.2. | 5A.2. | 5A.2. | 5A.2. |
|-----------------------|---|---|---|----------------------------------|
| | | L | L | |
| Strategy/ | Strategy/Task_ | <u>Who</u> | PLCs will review unit | 2x per year |
| <u>Task</u> | Students' math achievement | L Principal | assessments and chart the increase in the number of | District Baseline and Mid-Year |
| Students' | improves through frequent | Timeipai | students reaching at least 80% | Testing |
| math | participation in <u>higher</u> | -Leadership Team | mastery on units of instruction. | Cotting |
| achievemen | | | indictly on units of mor ucus. | |
| improves | activities to deepen and | 1 | | Γ |
| through | extend student knowledge. | | | On-going Standard Based |
| frequent | These quality questions/ | How Monitored | PLC facilitator will share data | Assessments (FOCUS tests and |
| participation | prompts and discussion | | with the Problem Solving | Go Math) |
| in <u>higher</u> | techniques promotes | -PLCS turn their logs into administration | Leadership Team. The Problem | |
| <u>order</u> | thinking by students, | and/or coach after a unit of instruction is | Solving Leadership Team will | - |
| questions/ | assisting them to arrive | complete. | review assessment data for | Desires the Continue Posited |
| discussion | at new understandings of | DI Committee Continued and their land | positive trends. | During the Grading Period |
| activities | complex material. | -PLCs receive feedback on their logs. | | -Core Curriculum Assessments |
| to deepen | | -Classroom walk-through observing this | | (pre, mid, end of unit, chapter, |
| and extend student | | strategy. | | etc.) |
| knowledge. | Actions/Details | strategy. | | |
| These qualit | | -Administrator and coach aggregates | | |
| questions/ | Within PLCs | the walk-through data school-wide and | | |
| prompts and | • | shares with staff the progress of strategy | | |
| discussion | -Teachers work to improve | implementation | | |
| techniques | upon both individually and | | | |
| promotes | collectively, the ability to | | | |
| thinking by | effectively use higher order | | | |
| students, | questions/activities. | | | |
| assisting | l | | | |
| them to | -Teachers plan higher | | | |
| arrive at nev | order questions/activities for upcoming lessons | | | |
| understa | to increase the lessons' | | | |
| ndings of complex | rigor and promote student | | | |
| material. | achievement. | | | |
| inateriar. | delile veriferit. | | | |
| | -Teachers plan for | | | |
| | scaffolding questions | | | |
| Actions/ | and activities to meet the | | | |
| Details | differentiated needs of | | | |
| | students. | | | |
| Within PLC | | | | |
| | -After the lessons, teachers | | | |
| -Teachers | examine student work | | | |

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| | |
|----------------|-------------------------------|
| work to | samples and classroom |
| improve | questions using Webb's |
| upon both | Depth of Knowledge to |
| individually | evaluate the sophistication/ |
| and | complexity of students' |
| collectively, | thinking. |
| the ability to | |
| effectively | Use student data to identify |
| use higher | successful higher order |
| order | questioning techniques for |
| questions/ | future implementation. |
| activities. | itture imperientation. |
| activities. | |
| -Teachers | |
| | |
| | In the classroom |
| order | |
| questions/ | During the lessons. |
| | teachers: |
| upcoming | |
| lessons to | -Ask questions and/ |
| | or provides activities |
| | r that require students to |
| and promote | engage in frequent higher |
| student | order thinking as defined |
| achievement. | by Webb's Depth of |
| | Knowledge. |
| -Teachers | |
| plan for | -Wait for full attention from |
| scaffolding | the class before asking |
| questions | questions. |
| and activities | |
| to meet the | -Provide students with wait |
| differentiated | |
| needs of | |
| students. | -Use probing questions |
|) bracents. | to encourage students |
| -After the | to elaborate and support |
| lessons, | assertions and claims drawn |
| teachers | from the text/content. |
| examine | nom the teap content. |
| | -Allow students to |
| samples and | "unpack their thinking" by |
| classroom | describing how they arrive |
| questions | at an answer. |
| | |
| using Webb's | 3 |

| D1 C | |
|-------------|---------------------------------|
| Depth of | -Encourage discussion by |
| Knowledg | |
| to evaluate | |
| the | -Ask questions with |
| sophistical | tio multiple correct answers or |
| | ity multiple approaches. |
| of students | - Amarica approaches. |
| thinking. | |
| minking. | -Scaffold questions to help |
| | students with incorrect |
| | ent answers. |
| data to | |
| identify | -Engage all students in the |
| successful | discussion and ensure that |
| | er all voices are heard. |
| questionin | |
| techniques | |
| for future | ' |
| | |
| implement | iati |
| on. | |
| | During the lessons, students: |
| | |
| | Have opportunities to |
| In the | formulate many of the high- |
| classroom | |
| | text/content. |
| During the | |
| | |
| lessons. | -Have time to reflect on |
| teachers: | _ classroom discussion to |
| | increase their understanding |
| -Ask | (and without teacher |
| questions | mediation). |
| and/or | |
| provides | |
| activities | |
| that requir | e School Leadership |
| students to | |
| | The coach/resource |
| engage in | |
| frequent | teacher/PLC member/ |
| higher ord | |
| thinking | order questioning walk- |
| as defined | |
| by Webb's | Depth of Knowledge wheel. |
| Depth of | |
| Knowledg | eMonthly, school leaders |
| Ithowieug | conduct one-on-one data |
| | conduct one-on-one data |

| -Wait | it for chats with individual |
|---------|-----------------------------------|
| full a | attention teachers using the data |
| from | the gathered from walk- |
| class | s before through tools. This |
| askin | ng teacher data/chats guides |
| quest | tions. the leadership's team |
| l quest | professional development |
| -Prov | vide plan (both individually and |
| atudo | ents with whole faculty). |
| stude | ents with whole faculty). |
| want | time. |
| | |
| -Use | probing |
| | tions to |
| encou | ourage |
| stude | ents to |
| elabo | |
| and s | support |
| assert | rtions |
| and c | claims |
| | n from |
| the te | |
| conte | |
| | ···· |
| -Allo | nw. |
| | ents to |
| | pack their |
| think | iden titeli |
| Janan | king" by |
| descr | ribing |
| how t | they |
| | re at an |
| answ | ver. |
| _ | |
| -Enco | ourage |
| discu | assion |
| by us | sing |
| open- | n-ended |
| quest | tions. |
|]]] | |
| -Ask | |
| quest | tions |
| with 1 | multiple |
| corre | ect · |
| answ | vers or |
| multi | |
| annro | oaches. |
| пррго | |

| | | | |
|--|-------------|--|--|
| -Scaffold questions t help stude | to ents | | |
| with incor- answers. | rrect | | |
| -Engage all student in the | | | |
| discussion and ensure that all voi | e pices | | |
| are heard. | | | |
| D. in the | | | |
| During the lessons, students: | | | |
| -Have opportunit to formula | ties | | |
| many of the high-level questions | he I | | |
| based on ti text/conter | the ent. | | |
| -Have time to reflect of classroom | on 1 | | |
| discussion increase the understan | heir | | |
| ding (and without teacher | | | |
| mediation |)). | | |
| | | | |

| | School | | |
|---|----------------------------|--|--|
| | Leadership | | |
| 1 | <u> </u> | | |
| | -The coach/ | | |
| 1 | resource | | |
| 1 | teacher/PLC | | |
| 1 | member/ | | |
| | administrator | | |
| | administrator | | |
| | collects | | |
| | higher order | | |
| | questioning | | |
| | walk-through | | |
| | walk-through data using | | |
| I | Webb's | | |
| | Depth of | | |
| | Knowledge | | |
| | wheel. | | |
| | | | |
| | -Monthly, | | |
| | school | | |
| | leaders | | |
| | conduct one- | | |
| | on-one data | | |
| | chats with | | |
| | individual | | |
| | individual | | |
| | teachers | | |
| | using the | | |
| | data gathered | | |
| | from walk- | | |
| | through tools. | | |
| | This teacher | | |
| 1 | data/chats | | |
| | guides the | | |
| | leadership's | | |
| I | team | | |
| 1 | professional | | |
| | development | | |
| | development plan (both | | |
| I | individually | | |
| | and whole | | |
| | faculty). | | |
| | rucuity). | | |
| | | | |
| | <u> </u> | | |

| | 5A.3. | 5A.3. | 5A.3. | 5A.3. | 5A.3. | |
|---|-------|---|--|-------------------------|-------|--|
| | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of | | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | | |
| improvement for the following subgroup: | | | | | | |

| 5B. | 5B.1. | 3.1. | 5B.1. | 5B.1. | 5B.1. | |
|---------------|-------|---------------------------|-------|-------|-------|--|
| Economically | | | | | | |
| Disadvantaged | | Strategy | | | | |
| students | | Strategy | | | | |
| not making | | Students' | | | | |
| satisfactory | | math | | | | |
| | | achievement | | | | |
| progress in | | improves | | | | |
| mathematics. | | through | | | | |
| | | teachers | | | | |
| | | working | | | | |
| | | working collaborativ | | | | |
| | | ely to focus | | | | |
| | | on student | | | | |
| | | learning. | | | | |
| | | Specifically, | | | | |
| | | they use | | | | |
| | | the <u>Plan-</u> | | | | |
| | | Do-Check- | | | | |
| | | Act model | | | | |
| | | and log to | | | | |
| | | structure their | | | | |
| | | way of work. Using the | | | | |
| | | backwards | | | | |
| | | design model | | | | |
| | | for units of | | | | |
| | | instruction, | | | | |
| | | teachers | | | | |
| | | focus on the | | | | |
| | | following | | | | |
| | | four | | | | |
| | | questions: | | | | |
| | | | | | | |
| | | 5. What | | | | |
| | | is it we | | | | |
| | | expect | | | | |
| | | them to | | | | |
| | | learn? | | | | |
| | | , | | | | |
| | | 6. How | | | | |
| | | will we | | | | |
| | | know if they | | | | |
| | | have | | | | |
| | ļ | nave | | | | |

| | learned | | |
|---|--------------------|----------|--|
| 1 | it? | | |
| | | | |
| | 7. How | | |
| | 7. How | | |
| 1 | will we | | |
| | respond | | |
| | if they | | |
| | don't | | |
| | learn? | | |
| 1 | | | |
| | 8. How | | |
| | will we | | |
| | wiii we | | |
| | respond if they | | |
| | if they | I | |
| | already | I | |
| | know it? | I | |
| | | | |
| | | | |
| | | | |
| | Actions/ | | |
| | <u>Details</u> | | |
| | | | |
| | -This year, | | |
| | the like- | | |
| | course | | |
| | course | | |
| | PLCs will | | |
| | administer | | |
| | common end- | | |
| | of-chapter | I | |
| 1 | assessments. The | I | |
| | The | I | |
| | assessments | I | |
| | will be | I | |
| | identified/ | I | |
| | repereted | I | |
| | generated | I | |
| | prior to the | I | |
| | teaching of | I | |
| | the unit. | I | |
| | | I | |
| | -Grade level/ | I | |
| | like-course | I | |
| | PLCs use a | I | |
| | Plan-Do- | I | |
| | Check-Act | I | |
| | KIT! of | I | |
| | "Unit of | <u> </u> | |

| | | Instruction" | | | |
|---|--------------|------------------------------|--|--|---|
| | | log to guide their | | | |
| | | guide their | | | |
| | | discussion | | | |
| | | uiscussioii | | | |
| | | and way | | | |
| | | of work. | | | |
| | | Discussions | | | |
| | | are | | | |
| | | summarized | | | |
| | | | | | |
| | | on log. | | | |
| | | A 44444 a.r. a1 | | | |
| | | -Additional | | | |
| | | action steps | | | |
| | | for this | | | |
| | | strategy are | | | |
| | | outlined on | | | |
| | | grade level/ | | | |
| | | grade level/ | | | |
| | | content area | | | |
| | | PLC action | | | |
| | | plans. | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Mothematica | 2012 Current | 1 | | | |
| <u>Mathematics</u> | Level of | | | | |
| Goal #5B: | Performance: | | | | |
| | Periormance. | | | | |
| | | | | | |
| | | | | | |
| L | | | | | |
| The percentage of Economically | | | | | |
| of Economically | | | | | |
| Disadvantaged students scoring | | | | | |
| students scoring | | | | | |
| proficient/satisfactory on the 2013 FCAT | 1 | | | | |
| on the 2013 FCAT | | | | | |
| Math will increase | | | | | |
| from 54% to 59%. | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | 1 |

| 54% | | | |
|-----|--|--|--|
| | | | |
| | | | |

| | | 5B.1. | 5B.1. | 5B.1. | 5B.1. | |
|---|-----------------------------------|----------|-------|------------|-------|--|
| | 3.2. | рь.1. | DD.1. | рь.1. Г | DD.1. | |
| | | | | | | |
| | Strategy/ | | | | | |
| | Task_ | | | | | |
| 1 | 1 ask | | | | | |
| 1 | G(1() | | | | | |
| 1 | Students' | | | | | |
| 1 | math | | | | | |
| 1 | achievement | | | | | |
| 1 | improves when | | | | | |
| 1 | when | | | | | |
| 1 | teachers use | | | | | |
| 1 | on-going | | | | | |
| 1 | on-going student | | | | | |
| 1 | data to | | | | | |
| 1 | differentiate | | | | | |
| 1 | instruction. | | | | | |
| 1 | | | | | | |
| 1 | | | | | | |
| 1 | | | | | | |
| 1 | Actions/ | | | | | |
| 1 | Details | | | | | |
| 1 | Details | | | | | |
| | Within | | | | | |
| | W unin | | | | | |
| 1 | PLCs <u>Before</u> Instruction | | | | | |
| 1 | instruction | | | | | |
| | and <u>During</u> | | | | | |
| 1 | Instruction | | | | | |
| 1 | of New | | | | | |
| | Content | | | | | |
| | 1 | | | | | |
| 1 | -Using | | | | | |
| 1 | data from | | | | | |
| 1 | previous | | | | | |
| | assessments | | | | | |
| 1 | and daily | | | | | |
| 1 | classroom | | | | | |
| 1 | performance/ | | | | | |
| 1 | work, | | | | | |
| 1 | teachers plan | | | | | |
| | Differentiate | | | | | |
| 1 | d Instruction | | | | | |
| | grounings | | | | | |
| 1 | groupings and activities | | | | | |
| 1 | for the | | | | | |
| | nor the | <u> </u> | | <u> </u> | | |

| | delivery of | | | | |
|----------|------------------------|---|---|---|---|
| | new content | | | | |
| | in upcoming | | | | |
| | lessons. | | | | |
| | icssons. | | | | |
| | T | | | | |
| | In the | | | | |
| 1 | classroom | | | | |
| | | | | | |
| 1 | -During | | | | |
| | the lessons, | | | | |
| | students | | | | |
| | are involved | | | | |
| | in flexible | | | | |
| | grouping | | | | |
| | grouping techniques | | | | |
| | techniques | | | | |
| | | | | | |
| | PLCs <u>After</u> | | | | |
| | Instruction | | | | |
| | | | | | |
| | -Teachers | | | | |
| | reflect and | | | | |
| | discuss the | | | | |
| | outcome | | | | |
| | of their DI | | | | |
| | | | | | |
| | lessons. | | | | |
| | l | | | | |
| | -Use student | | | | |
| | data to | | | | |
| | identify | | | | |
| | successful DI | I | | | |
| | techniques | I | | | |
| | for future | I | l | l | l |
| | implementati | I | l | l | l |
| | on. | I | | | |
| | N | I | | | |
| | -Using a | I | l | l | |
| | -Using a | I | l | l | l |
| | problem- | I | | | |
| | solving | I | l | l | |
| | question | I | l | l | |
| | protocol, | I | | | |
| | identify | I | | | |
| | students | I | l | l | |
| | who need | I | | | |
| | re-teaching/ | I | l | l | l |
| I | interventions | I | l | l | l |
| <u>l</u> | interventions | | l | | |

| | and how that | | | | | |
|------------------------|--------------------|-------------------------------|--|-------------------------|-------|--|
| | instruction | l | | | ĺ | |
| | will be | | | | | |
| | provided. | ĺ | | | | |
| | (Questions | | | | | |
| | are listed | | | | | |
| | in the | | | | | |
| | 2012-2013 | | | | | |
| | Technical | | | | | |
| | Assistance | | | | | |
| | Document | | | | | |
| | under the | | | | | |
| | Differentia | | | | | |
| | tion Cross | ĺ | | | | |
| | Content | ĺ | | | | |
| | strategy). | | | | | |
| | A 4.4%;1 | | | | | |
| | -Additional | | | | | |
| | action steps | | | | | |
| | for this | | | | | |
| | strategy are | | | | | |
| | outlined on | | | | | |
| | grade level/ | | | | | |
| | content area PLCs. | | | | | |
| | PLCs. | | | | | |
| | | | | | | |
| | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| | | | | | | |
| | | l | | | ĺ | |
| | | l | | | ĺ | |
| | | l | | | ĺ | |
| | | | | | | |
| Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | | |
| | | Who and how will the fidelity | How will the evaluation tool data be used to | | | |
| | | be monitored? | determine the effectiveness of strategy? | | | |
| | | | 3, . | | | |
| | | | | | | |

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

| 5C. English | 5C.1 | 5C.1 | 5C.1 | 5C.1 | 5C.1 | |
|----------------|---------------------------|----------------------------|-----------------------------|---|----------------------------------|--|
| Language | | | | | | |
| Learners (ELL) | Improving | ELLs | Who | Teacher Level | 2x per vear | |
| not making | the | (LYs/LFs) | WIIC | redefici Ecver | <u>ex per year</u> | |
| satisfactory | | comprehensi | -School based | Teachers reflect on lesson outcomes | District Baseline and Mid-Year | |
| | of ELL | | | and use this knowledge to drive future | Testing | |
| | | content/ | | instruction. | | |
| mathematics. | our student | standard | -District Resource Teachers | | _ | |
| | | improves | | Teachers use the on-line grading system | | |
| | priority. | | -ESOL Resource Teachers | data to calculate their students' progress | | |
| | | participation | | towards their PLC and/or individual ELL | | |
| | -The | in the | | SMART Goal | | |
| | 3 3 | <u>differentiate</u> | | | | |
| | the math | d instruction | <u>How</u> | PLC Level | | |
| | | strategy in | | TI TO THE TOTAL OF THE PAGE | | |
| | | math. | -Administrative and | -Using the individual teacher data, PLCs | During the Grading Period | |
| | with this | | ERT walk-throughs | calculate the ELL SMART goal data across all classes/courses. | -Common assessments (pre, | |
| | strategy. To address this | | EKT wark-unoughs | across an classes/courses. | post, mid, section, end of unit) | |
| | | Action Steps | | PLCs reflect on lesson outcomes and data | post, mid, section, end of dimt) | |
| | school will | Action Steps | † | used to drive future instruction. | | |
| | schedule | -ESOL | | ased to drive rature mistraction. | | |
| | professional | | | ERTs meet with Math PLCs on a rotating | | |
| | development | | | basis to assist with the analysis of ELLs | | |
| | delivered by | | | performance data. | | |
| | the school's | provides | | | | |
| | ERT. | professional | | For each class/course, PLCs chart their | | |
| | | development | | overall progress towards the ELL SMART | | |
| | -Math | to all math | | Goal. | | |
| | | area teachers | | | | |
| | impleme | on how | | <u>Leadership Team Level</u> | | |
| | | to embed differentiated | | -PLC facilitator/ Subject Area Leader/ | | |
| | d instruction | | | Department Heads shares SMART Goal | | |
| | is not | into core | | data with the Problem Solving Leadership | | |
| | consistent | content | | Team. | | |
| | | lessons. | | i cuii. | | |
| | courses. | essons. | | Data is used to drive teacher support and | | |
| | | -ERT models | | student supplemental instruction. | | |
| | -ELLs at | lessons using | | | | |
| | varying | differentiated | | -ERTs meet with RtI team to review | | |
| | levels of | instruction. | | performance data and progress of ELLs | | |
| | | | | (inclusive of LFs) | | |
| | English | -ERT | | | | |
| | language | observes | | | | |

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| acquisition | content area | | |
|---------------|----------------|--|--|
| and | teachers | | |
| acculturation | nusing | | |
| is not | differentiated | | |
| consistent | instruction | | |
| across core | | | |
| courses. | feedback, | | |
| | coaching and | | |
| L | support. | | |
| Administrat | o support. | | |
| rs at varying | n District | | |
| skill levels | Resource | | |
| regarding | Teachers | | |
| use of | (DRTs) | | |
| use of | (DK18) | | |
| differentiate | provide | | |
| d instruction | professional | | |
| in order to | development | | |
| effectively | to all | | |
| conduct | administrat | | |
| a fidelity | ors on how | | |
| check walk- | to conduct | | |
| through. | walk-through | | |
| | fidelity | | |
| | checks | | |
| | for use of | | |
| | differentiated | | |
| | instruction | | |
| | strategies. | | |
| | Strategies. | | |
| | -Math | | |
| | teachers set | | |
| | SMART | | |
| | | | |
| 1 | goals for | | |
| 1 | ELL students | | |
| | for upcoming | | |
| 1 | core | | |
| 1 I | curriculum | | |
| 1 | assessments. | | |
| | | | |
| | -Math | | |
| | teachers | | |
| | administer | | |
| 1 I | and analyze | | |
| 1 I | ELLs. In | | |
| | particular, | | |
| | | | |

| | 43% | 49% | | | |
|-------------------------------------|-----------------------|---|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| _ 49 ″0. | | | | | |
| Math will increase from43_% to%. | | | | | |
| satisfactory on the 2013 FCAT/FAA | | | | | |
| of ELL students scoring proficient/ | | | | | |
| The percentage | | | | | |
| | | | | | |
| Goal #5C: | Level of Performance: | Level of Performance: | | | |
| Mathematics | 2012 Current | instruction. 2013 Expected Level of | | | |
| | | to remediate/ enhance | | | |
| | | differentiate instruction | | | |
| | | teachers | | | |
| | | -Based on data math | | | |
| | | group. | | | |
| | | compared to the whole | | | |
| | | performance of ELLs | | | |
| | | determine the | | | |
| | | aggregate data to | | | |
| | | teachers' | | | |

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| | 5C.2. | 5C.2. | 5C.2. | 5C.2 | 5C.2 |
|----------|---------------|------------------------------|---------------------------------------|-------------------------------------|--------------------------------|
| | | | | | |
| 1 | | ELLs (LYA, LYB & LYC) | <u>Who</u> | Teacher Level | 2x per year |
| 1 | the | comprehension of course | | | |
| 1 | | content/standards increases | -School based Administrators | -Teachers reflect on lesson | District Baseline and Mid-Year |
| 1 | of ELL | in math through the use of | | outcomes and use this | Testing |
| 1 | | the district's trainings. | -District Resource Teachers | knowledge to drive future | |
| 1 | our student | | | instruction. | L |
| | is of high | | -ESOL Resource Teachers | | |
| | priority. | | | -Teachers use the on-line | L |
| | | Action Steps | | grading system data to calculate | |
| | -The majority | | | their students' progress towards | During the Grading Period |
| | of the math | - ERT models lessons | <u>How</u> | their PLC and/or individual ELL | |
| | teachers are | | | SMART Goal | -Core curriculum end of |
| | unfamiliar | - ERT observes content | -Administrative and | _ | core common units with |
| 1 | with this | area teachers using provides | | PLC Level | data aggregated for ELL |
| l | | feedback, coaching and | ERT walk-throughs looking for | | performance |
| | | support. | implementation of A+ Rise strategies. | Using the individual teacher | ſ |
| 1 | barrier, the | | 1 | data, PLCs calculate the ELL | |
| 1 | school will | | | SMART goal data across all | |
| 1 | schedule | | | classes/courses. | |
| 1 | professional | | | | |
| 1 | development | | | PLCs reflect on lesson | |
| 1 | delivered by | | | outcomes and data used to drive | |
| 1 | the school's | | | future instruction. | |
| 1 | ERT. | | | | |
| 1 | | | | -ERTs meet with Math PLCs on | |
| | -Math | | | a rotating basis to assist with the | |
| | teachers' | | | analysis of ELLs performance | |
| | implement | ĺ | | data. | |
| | ation of A+ | ĺ | | autu. | |
| | Rise is not | ĺ | | -For each class/course, PLCs | |
| | consistent | ĺ | | chart their overall progress | |
| | across core | ĺ | | towards the ELL SMART Goal. | |
| 1 | courses. | ĺ | | towards the ELL SWAKT Goal. | |
| | 341505. | ĺ | | Leadership Team Level | |
| | L | ĺ | | Leadership Team Level | |
| | Administrato | ĺ | | -PLC facilitator/ Subject Area | |
| l | rs at varying | ĺ | | Leader/ Department Heads | |
| 1 | skill levels | ĺ | | shares SMART Goal data with | |
| | regarding use | ĺ | | the Problem Solving Leadership | |
| | of A+ Rise | ĺ | | Team. | |
| | in order to | ĺ | | Tealli. | |
| | effectively | ĺ | | -Data is used to drive | |
| | conduct an | ĺ | | | |
| | conduct an | | | teacher support and student | |

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| | A+ Rise | supplemental instruction. |
|---|-------------|--------------------------------|
| | fidelity | |
| | check walk- | -ERTs meet with RtI team to |
| | through. | review performance data and |
| | | progress of ELLs (inclusive of |
| | | LFs) |
| | | |
| 1 | | |

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| 5C | C.3 5C | C.3 | 5C.3 | 5C.3 | 5C.3 | - |
|--|--|--|--|---|--|---|
| -La uning tea product of the service | ack of EL department of the achers can rovide ELL the acommodat days beyond CAT assisting. Billingual ducation araprof sionals varying vels of assisted ass | LLs (LYA, LYB & LYC) omprehension of course ontent/standards improves rough participation in e following day-to-ay accommodations on ore content and district sessments in math: Extended time (lesson and sessments) Small group testing Para support (lesson and sessments) | WhoSchool based Administrators -ESOL Resource Teachers | Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students. | 2x per year District Baseline and Mid-Year Testing During the Grading Period Core curriculum end of core common unit/ segment tests | |
| lan suj -A of Ed Pa ess dej me of | nguage assupport. Allocation Bilingual ducation araprof sional ependent on embership ELLs. dministrato at varying vels of epertise being | | | | | |
| far the Progu and | miliar with e ELL ogram uidelines id job sponsibili | | | | | |

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| ties of ERT | | | |
|---------------|--|--|--|
| and Bilingual | | | |
| paraprofessio | | | |
| nal. | | | |

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| | 5C.4 | 5C.4 | 5C.4 | 5C.4 | 5C.4 |
|-----|--------------|-------------------------------|--|-------------------------------------|--------------------------------|
| | -Improving | ELLs (LYA, LYB & LYC) | Who | Teacher Level | 2x per year |
| | the | comprehension of course | W HO | reacher bever | ZX per year |
| | | | -School based Administrators | -Teachers reflect on lesson | District Baseline and Mid-Year |
| | of ELL | in math through teachers | | outcomes and use this | Testing |
| | students in | working collaboratively | -ESOL Resource Teachers | knowledge to drive future | |
| | our school | to focus on ELL student | ESOE Resource Teachers | instruction. | |
| | is of high | | PLC Facilitators | mstraction. | F |
| | priority. | use the <u>Plan-Do-Check-</u> | The ruemators | -Teachers use the on-line | |
| | priority. | Act model to structure | | grading system data to calculate | F 1 |
| | -Teachers | their way of work for ELL | | their students' progress towards | During the Grading Period |
| | need support | | How | their PLC and/or individual ELL | During the Grading Ferrod |
| | in drilling | students. | 110W | SMART Goal | -Core curriculum end of |
| | down | | PLC logs (with specific ELL information) | SMAKI Goai | core common units with |
| | their core | | for like courses/grades. | PLC Level | data aggregated for ELL |
| | | Action Steps | for fike courses/grades. | I LC Level | performance |
| | to the ELL | Action Steps | | -Using the individual teacher | performance |
| | level. | -Teachers use time during | | data, PLCs calculate the ELL | |
| | ievei. | PLCs to reinforce and | | SMART goal data across all | |
| | | strengthen targeted ELL | | classes/courses. | |
| | | effective teaching strategies | | classes/courses. | |
| | | (differentiated instruction | | -PLCs reflect on lesson | |
| | | and A+ Rise) in order to | | outcomes and data used to drive | |
| | | integrate them into the math | | future instruction. | |
| | | lessons. | | ruture instruction. | |
| | | lessons. | | -ERTs meet with Math PLCs on | |
| | | -Teachers use time during | | a rotating basis to assist with the | |
| | | PLCs to reinforce and | | analysis of ELLs performance | |
| | | strengthen targeted ELL | | data. | |
| | | Differentiated Instruction | | uata. | |
| | | lessons using the district | | - For each class/course, PLCs | |
| | | provided ELL Differentiated | | chart their overall progress | |
| | | Instruction binders | 1 | towards the ELL SMART Goal. | |
| 1 | 1 | (provided by the ELL | | towards the ELL SWAKT Goal. | |
| | | | | Leadership Team Level | |
| | 1 | Department) in math. | | Leagership Team Level | |
| | | -PLCs generate SMART | | -PLC facilitator/ Subject Area | |
| 1 | | goals for ELL students | | Leader/ Department Heads | |
|]] | 1 | for upcoming units of | | shares SMART Goal data with | |
| | | instruction. | | the Problem Solving Leadership | |
| 1 | 1 | mistruction. | | Team. | |
| | | -PLCs/teachers plan for | | l'Carri. | |
| 1 | 1 | upcoming lessons/units | | -Data is used to drive | |
|]] | 1 | using targeted A+ Rise | | teacher support and student | |
| | 1 | using targetted A + Kise | | reaction support and student | |

| | | | strategies and Differentiated | | supplemental instruction. | |
|----------------------|-------------|----------|-------------------------------|--|--------------------------------|--|
| | | | | | supplemental instruction. | |
| | | | Instruction strategies based | | l | |
| | | | on ELLs needs. | | -ERTs meet with RtI team to | |
| | | | | | review performance data and | |
| | | | -PLCs math teachers plan | | progress of ELLs (inclusive of | |
| | | | for accommodations for | | LFs) | |
| | | | core curriculum content and | | 21.5) | |
| | | | | | | |
| | | | assessment. | | | |
| | | | l | | | |
| | | | -When conducting data | | | |
| | | | analysis on core curriculum | | | |
| | | | assessments, PLCs | | | |
| | | | aggregate the ELL data. | | | |
| | | | | | | |
| | | | -Based on the data, PLCs/ | | | |
| | | | teachers plan interventions | | | |
| | | | | | | |
| | | | for targeted ELL students | | | |
| | | | using the resources from | | | |
| | | | A+ Rise and Differentiated | | | |
| | | | Instruction binders. | | | |
| Based on the | Anticipated | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
| analysis of student | Barrier | | | | | |
| achievement data, | | | Who and how will the fidelity | How will the evaluation tool data be used to | | |
| and reference to | | | | determine the effectiveness of strategy? | | |
| "Guiding Questions", | | | be monitored? | determine the effectiveness of strategy? | | |
| identify and define | | | | | | |
| areas in need of | | | | | | |
| improvement for the | | | | | | |
| following subgroup: | | | | | | |

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| 5D. Student | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1 | |
|-------------------|----------------|----------------------|-------------------------|---|--------------------------------|--|
| with Disabilities | | | | | | |
| (SWD) not | -Need to | Strategy | Who | Teacher Level | 2x per year | |
| making | provide | Burategy | WIIO | Tederici Ecver | <u>2x per year</u> | |
| | a school | SWD student | Principal, , Assistance | Teachers reflect on lesson outcomes | District Baseline and Mid-Year | |
| satisfactor y | organization | | | and use this knowledge to drive future | Testing | |
| progress in | structure and | improves | i imeipui | instruction. | 1 CStillig | |
| mathematics. | procedure | through the | | instruction. | | |
| | for regular | effective and | | Teachers use the on-line grading system | Γ Ι | |
| | and on-going | consistent | How | data to calculate their students' progress | | |
| | review of | impleme | | towards their PLC and/or individual SWD | Γ Ι | |
| | students' | ntation of | | SMART Goal | During the Grading Period | |
| | IEPs by both | | reviewed by AP | <u> </u> | annig me craumg remou | |
| | the general | IEP goals, | | PLC Level | Common assessments (pre, post, | |
| | education | strategies, | | | mid, section, end of unit) | |
| | and ESE | modificat | | Using the individual teacher data, PLCs | | |
| | teacher. To | ions, and | | calculate the SWD SMART goal data | | |
| | address this | accommodati | | across all classes/courses. | | |
| | | ons. | | | | |
| | APC will put | | | PLCs reflect on lesson outcomes and data | | |
| | a system in | -Throughout | | used to drive future instruction. | | |
| | place for this | | | | | |
| | school year. | year, | | -For each class/course, PLCs chart | | |
| | | teachers of | | their overall progress towards the SWD | | |
| | | SWD review | | SMART Goal. | | |
| | | students' | | l | | |
| | | IEPs to | | <u>Leadership Team Level</u> | | |
| | | ensure that | | DI C Carilland of C 1 inst American Land | | |
| | | IEPs are implemented | | PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal | | |
| | | consistently | | data with the Problem Solving Leadership | | |
| | | and with | | Team. | | |
| | | fidelity. | | i cam. | | |
| | | indenty. | | -Data is used to drive teacher support and | | |
| | | -Teachers | | student supplemental instruction. | | |
| | | (both | | author suppremental montrelation. | | |
| | | individually | | | | |
| | | and in PLCs) | | | | |
| | | work to | | | | |
| | | improve | | | | |
| | | upon both | | | | |
| | | individually | | | | |
| | | and | | | | |
| | | collectively, | | | | |
| | | the ability to | | | | |

| | | effectively implement IEP/SWD strategies and modifications into lessons. | | | |
|------|--------------------------|---|--|--|--|
| #5D· | Level of Performance: | 2013 Expected Level of Performance: | | | |
| | 49% | 54% | | | |

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| What do teachers need to do |
|-------------------------------|
| in order to meet the SWD |
| SMART goal? |
| |
| -What resources do we |
| need? |
| need? |
| -How will the lessons be |
| |
| designed to maximize the |
| learning of SWD? |
| |
| -What checks-for- |
| understanding will we |
| implement for our SWD? |
| |
| -What teaching strategies/ |
| best practices will we use to |
| help SWD learn? |
| |
| -Specifically how will |
| we implement the |
| strategy during the |
| lesson? |
| |
| -What are teachers going |
| to do during the lesson for |
| SWD? |
| SWD: |
| -What are SWD student |
| |
| going to do during the |
| lesson to maximize |
| learning? |
| |
| |
| |
| Reflect on the "Do"/ |
| Analyze Checks for |
| Understanding and Student |
| Work during the unit. |
| |
| For lessons that have |
| already been taught within |
| the unit of instruction, |
| teachers <u>reflect</u> and |
| discuss one or more of the |
| |

| | following regarding their SWD: | | |
|--|---|--|--|
| | -What worked within the lesson? How do we know it was successful? Why was it successful? | | |
| | -What didn't work within the lesson? Why? What are we going to do next? | | |
| | -For the implementation of the strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used | | |
| | during the lessons? -For the implementation of the strategy, what didn't work? Why? What are we going to do next? | | |
| | -What were the outcomes of the checks for understanding? And/ or analysis of student performance? | | |
| | -How do we take what we have learned and apply it to future lessons? | | |
| | Reflect/Check – Analyze Data | | |
| | Discuss one or more of the following: | | |
| | -What is the SWD data? | | |

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

Mathematics Professional Development

Professional Development

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(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.

| | professional development or PLC activity. PD Content /Topic | Grade Level/ Subject | PD Facilitator | PD Participants | Target Dates and Schedules | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|-------------------------|--------------------------------------|---|---|--|--|
| | and/or PLC Focus | | and/or PLC Leader | (e.g. , PLC, subject, grade level, or school-wide) | (e.g., Early Release) and Schedules (e.g., frequency of meetings) | | |
| Ι | Differentiated Instruction | k-5 | PLC Faciliator | grade-specific PLCs | © / | Administrators conduct targeted classroom walk-throughs to monitor DI implementation | Administration Team |
| | Analyzing district ussessments | K5 | Leadership team | grade-specific PLCs | After the administration of the test | PLC logs | AP |
| 5 | SWD Support Facilitation | k-5 | ESE teachers | ESE Teachers | On-going | Classroom walkthroughs | Administration Team |
| | | | | General Ed Teachers | | | |
| I | ELL Strategies | k-5 | English Language | PLCs All teachers | On-going | Classroom walkthroughs | Administration Team |
| | | | Learner Resource Teacher (ERT) | Faculty Professional Development and on-going PLCs | | | |

PART II: EXPECTED IMPROVEMENTS

Elementary and Middle School Science Goals

| Science Goals | -Solving Process to Increase Student Achieve ment | | | | |
|--|---|--|--|-------------------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Barrier | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

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| 1 ECATIO | I _{1 1} | I | 1 1 | 1 1 | 1 1 | |
|------------------|------------------|------------------|--------------------|--|----------------------------|--|
| | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | |
| Students scoring | | | | | | |
| proficient/ | -Teachers | <u>Strategy</u> | <u>Who</u> | <u> Teacher Level</u> | 2x per year | |
| satisfactory | are at | | | | | |
| performance | | | Principal | | District-level baseline | |
| (Level 3-5) in | | science skills | | knowledge to drive future instruction. | and mid-year tests | |
| science. | in the use | will improve | AP | | | |
| | | through | | Teachers use the on-line grading system data to | L | |
| | and the 5E | participation | | calculate their students' progress towards their PLC | | |
| | lesson plan | in the <u>5E</u> | | and/or individual SMART Goal | | |
| | model. | instructiona | How Monitored | | | |
| | | l model. | | PLC Level | During the Grading | |
| | -Lack of | | -Classroom walk- | | Period | |
| | common | <u>L</u> | throughs observing | -Using the individual teacher data, PLCs calculate | | |
| | planning | | | the SMART goal data across all classes/courses. | -Core Curriculum | |
| | time to | Action Steps | _ | - | Assessments (pre, mid, | |
| | facilitate | | | PLCs reflect on lesson outcomes and data used to | end of unit, chapter, | |
| | | -Teachers | | drive future instruction. | intervention checks, etc.) | |
| | PLCs | will attend | | | , | |
| | | District | | For each class/course, PLCs chart their overall | | |
| | courses. | Science | | progress towards the SMART Goal. | | |
| | | training | | | | |
| | | and share | | Leadership Team Level | | |
| | | the 5 E's | | • | | |
| | | Instructional | | PLC facilitator/ Subject Area Leader/ Department | | |
| | | Model | | Heads shares SMART Goal data with the Problem | | |
| | | information | | Solving Leadership Team. | | |
| | | with their | | | | |
| | | PLCs. | | -Data is used to drive teacher support and student | | |
| | | | | supplemental instruction. | | |
| | | -PLCs write | | | | |
| | | SMART | | | | |
| | | goals based | | | | |
| | | for units of | | | | |
| | | instruction. | ļ | | | |
| | | | | | | |
| | | -As a | | | | |
| | | Professional | | | | |
| | | Development | | | | |
| | | activity in | | | | |
| | | their PLCs, | | | | |
| | | teachers | | | | |
| | | spend time | | | | |
| | | collabo | | | | |
| | | ratively | | | | |

| | building 5E | | |
|--|---|-----|-----|
| | Instructional | | |
| | Model for | | |
| | upcoming | | |
| | lanana di di di di di di di di di di di di di | | |
| | lessons. | | |
| | | | |
| | -PLC | | |
| | teachers | | |
| | instruct | | |
| | students | | |
| | using the 5E | | |
| | Instructional | | |
| | Model. | | |
| | Model. | | |
| | | | |
| | -At the end | | |
| | of the unit, | | |
| | teachers give | | |
| | a common | | |
| | assessment | | |
| | identified | | |
| | from the core | | |
| | curriculum | | |
| | material. | | |
| | inatchal. | | |
| | | | |
| | -Teachers | | |
| | bring | | |
| | assessment | | |
| | data back to | | |
| | the PLCs. | | |
| | | | |
| | -Based on | | |
| | the data, | | |
| | teachers | | |
| | discuss | | |
| | uiscuss | | |
| | effectiveness | | |
| | of the 5E | | į l |
| | Lesson | | |
| | Plans to | | |
| | drive future | | |
| | instruction. | | |
| | | | |
| | | i l | |
| | <u> </u> | | |

| | | 2013 Expected | | | |
|-----------------------|--------------|---------------|--|--|--|
| | Level of | Level of | | | |
| | Performance: | Performance | | | |
| | | | | | |
| The percentage of | | | | | |
| students scoring a | | | | | |
| Level 3 or higher | | | | | |
| on the 2013 FCAT | | | | | |
| Science will increase | | | | | |
| from 59% to 65%. | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | 500 / | | | | |
| | ロソツ | 65% | | | |
| | | | | | |

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| 1.2 | 2. 1.2. | | 1.2 | 1.2. | 1.2. | |
|--|--|--|---|---|---|--|
| -Pi str wi to cu co ns an- de lea | PLCs ruggle ith how structure urriculum teach onversatio s and data nalysis to eepen their raning. To Strate | lent achievement roves through hers working aboratively to s on student ning using the nstructional lel. Specifically, | Who | School has a system for PLCs to record and report during-the-grading period | 2x per year | |
| ba ye: are tra the Ch "In | their ained to use Using Plan-Dodesig Heck-Act unit a functional teach Unit" log. the function of the function | Check-Act lel to structure re way of work. ng the backwards gn model for of instruction, hers focus on following four | -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. | | Common assessments (pre, post, mid, section, end of unit) | |
| | | ons/Details uin PLCs: | | | | |

| | |
|--------------|--|
| | -PLCs will use a PLC log to monitor the following: |
| | Guide their Plan- Do-Check-Act conversations and way of work. |
| | Monitor the frequency of meetings. All grade level/subject area PLCs collaboratetimes per month for curriculum |
| | planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: |
| | Unpack the benchmark and identify what students need to understand, know, and do. |
| | Plan for checks for understanding during the unit. |
| | Plan for the End-of- Unit Assessment |
| | Plan upcoming lessons/units using the 5E Instructional Model. |
| | Reflect on the outcome of lessons |

| taught | |
|--|--|
| Analyze checks for understanding and core curriculum assessments. | |
| Act on the core curriculum data by planning interventions for the whole class or small group. | |
| -PLCs will generate SMART goals for upcoming units of instruction. | |
| -PLCs will report SMART goal data through their logs. | |
| As a Science Department | |
| -PLC, share action plan successes and challenges of the grade levels courses. | |
| -PLCs will adjust action plans based on teacher/coach walk- through data, PLC collaboration, and student data. | |

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| 1.3 | 3 | 1.3 | 1.3 | 1.3 | 1.3 |
|------|---------------|------------------------|---------------|---------------------------|----------------------------------|
| l l | Teachers | Strategy | Who_ | Teacher Level | 2x per year |
| 1 | e at | <u> </u> | | | <u> </u> |
| | | Student | Principal | -Teachers reflect on | District-level baseline and mid- |
| | | understanding | · ······pu | lesson outcomes and use | |
| | | | AP | this knowledge to drive | y Cu1 10010 |
| | \mathcal{L} | science and scientific | | future instruction. | |
| | | inquiry improves | | | _ |
| | | when students | | -Teachers use the on-line | |
| | | | How Monitored | grading system data to | |
| | | active in learning | | | During the Grading Period_ |
| | | | | progress towards their | Burning the Grading Ferrou |
| L | | challenging science | | PLC and/or individual | -Unit assessments |
| l Ac | | content through the | | SMART Goal | |
| | | use of appropriate | | | |
| I I | | instructional methods, | | PLC Level | |
| | | scientific processes, | | | |
| | using | laboratory | | -Using the individual | |
| | propriate | experiences, and | | teacher data, PLCs | |
| | | uses of technology | | calculate the SMART | |
| | ientific and | | | goal data across all | |
| | | Action Steps | | classes/courses. | |
| | chnology | | | | |
| | | -As a Professional | | -PLCs reflect on lesson | |
| | | Development activity | | outcomes and data | |
| dig | gital | in their PLCs, | | used to drive future | |
| | | teachers spend time | | instruction. | |
| | | sharing, researching, | | | |
| | | teaching, and | | - For each class/course, | |
| | | modeling technology | | PLCs chart their overall | |
| | | and hands-on | | progress towards the | |
| | | strategies. | | SMART Goal. | |
| | | | | | |
| | | -Within PLCs, | | Leadership Team Level | |
| | | teachers plan for | | | |
| | | engaging exploration | | -PLC facilitator/ | |
| | | of science content | | Subject Area Leader/ | |
| | | using hands-on | | Department Heads shares | |
| | | learning experiences, | | SMART Goal data with | |
| | | inquiry, labs, | | the Problem Solving | |
| | | technology (such | | Leadership Team. | |
| | | as probeware, | | | |
| | | simulations and | | -Data is used to drive | |
| | | animations) within | | teacher support and | |

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| | lu spr , | | - |
|----------|--------------------------------------|----------------------|--------------|
| | the 5E Instructional | student supplemental | |
| | Model. | instruction. | |
| | | | |
| | -Teachers implement | | 1 |
| | the 5E Instructional | | 1 |
| | Model to promote | | |
| | learning experiences | | 1 |
| | that cause students | | |
| | to think, make | | |
| | connections, | | |
| | formulate and test | | |
| | Tormulate and test | | |
| | hypotheses and draw | | |
| | conclusions. | | |
| | | | |
| | -Teachers facilitate | | |
| | student-centered | | |
| | learning through | | |
| | the use of the 5E | | |
| | Instructional Model. | | |
| | | | 1 |
| | -Common Core | | 1 |
| | Literacy Standards | | |
| | for both Reading | | 1 |
| | and Writing are | | |
| | and writing are | | |
| | appropriately embedded throughout | | |
| | embedded throughout | | |
| | the 5E Instruction | | |
| | Model. | | |
| | | | |
| | -Each teacher | | |
| | maintains a record | | |
| | of the number of | | |
| | occurrences of | | |
| | engagement tasks | | |
| | (hands-on-learning | | |
| | experiences, labs, | | |
| | and technology) per | | |
| | and technology) per | | |
| | week. This data is | | |
| | then reported on the | | |
| | Science PLC log. | | |
| | | | |
| | -Monthly, school | | |
| | leaders conduct one- | | |
| | on-one data chats | | |
| | with individual | | |
| | | | |

| | | | teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty). | | | |
|--|---------|----------|---|--|-------------------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Barrier | Strategy | Fidelity Check Who and how will the | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| 2. FCAT 2.0: | 2.1 | 2.1 | 2.1 | Science PLC Resource meetings | 3x-per year | |
|------------------|--------------|------------------|-----------------------|---|--------------------------|--|
| | 2.1 | 2.1 | 2.1 | Science FLC Resource meetings | 5x-per year | |
| Students scoring | | ~ | | | L | |
| Achievement | | <u>Strategy</u> | <u>Who</u> | Reading Leadership Team | District level baseline, | |
| | teachers | a. 1 | | | mid-year, and pre-EOC | |
| science. | | | Principal | | administration | |
| | | compreh | | | | |
| | | | | PLCs will track achievement on the benchmark | L | |
| | | science text | | attached to the Close Reading passage comparing | | |
| | | | Reading Coach | baseline achievement level to 80% mastery using the | L | |
| | | when | | proximal evaluation tool. | | |
| | | students are | | | During the Grading | |
| | teachers | engaged in | | | <u>Period</u> | |
| | understand | close reading | How Monitored | | | |
| | | techniques | | | -mini-assessments | |
| | | | Administration | | | |
| | close | grade-level | | | -unit assessments | |
| | reading | content- | -PLC logs turned into | | | |
| | with the 5E | based text | administration. | | | |
| | instructiona | (textbooks | | | | |
| | l model. | and other | -Administration | | | |
| | | supplemental | provides feedback. | | | |
| | | texts). | | | | |
| | | Science | | | | |
| | routinely | teachers | | | | |
| | | engage | | | | |
| | curriculum | students in | | | | |
| | | the <u>close</u> | | | | |
| | beyond | reading | | | | |
| | those | model | | | | |
| | posted | (appropria | | | | |
| | | tely placed | | | | |
| | | within the 5E | | | | |
| | guide | instructional | | | | |
| | J | model) | | | | |
| | | using their | | | | |
| | | textbooks | | | | |
| | | or other | | | | |
| | | appropriate | | | | |
| | | high-Lexile, | | | | |
| | | complex | | | | |
| | | supplemental | | | | |
| | | texts at least | | | | |
| | | 1 time per | | | | |
| | | nine weeks. | | | | |
| | | | | | | |

| | <u> </u> | | |
|---|--|--|--|
| 1 | <u> </u> | | |
| 1 | Action Steps | | |
| | | | |
| 1 | Professional | | |
| 1 | Development | | |
| | | | |
| | -The | | |
| l | Reading | | |
| | Coach along | | |
| | Reading Coach along with the | | |
| | Departmen | | |
| | tal Leaders/ | | |
| | Coach/SAL | | |
| | conduct | | |
| | small group | | |
| 1 | departmental | | |
| 1 | small group departmental trainings | | |
| | to develop | | |
| 1 | teachers' | | |
| | to develop teachers' ability to | | |
| | use the close | | |
| | reading | | |
| | model. | | |
| | | | |
| 1 | -The | | |
| | Reading | | |
| | Coach | | |
| | attends | | |
| | science | | |
| | departmental | | |
| | PLCs to co- | | |
| | plan with | | |
| | teachers, | | |
| | developing | | |
| | lessons using | | |
| | the close | | |
| | reading | | |
| | model. | | |
| | <u> </u> | | |
| | -Teachers | | |
| | within | | |
| | departments | | |
| | attend | | |
| | professional | | |
| | development | | |

| | provided by | | |
|--|--------------------------|--|--|
| | the district/ | | |
| | school | | |
| | on text | | |
| | complexity | | |
| | and close | | |
| | and close | | |
| | reading models that | | |
| | models that | | |
| | are most | | |
| | applicable | | |
| | applicable to science | | |
| | classrooms | | |
| | and support | | |
| | and support the 5E | | |
| | instructional | | |
| | instructional | | |
| | model. | | |
| | | | |
| | | | |
| | In PLCs/ | | |
| | Department | | |
| | | | |
| | -Teachers | | |
| | work in | | |
| | their PLCs | | |
| | to locate, | | |
| | to locate, | | |
| | discuss, and | | |
| | disseminate | | |
| | appropriate texts to | | |
| | texts to | | |
| | supplement | | |
| | supplement their | | |
| | textbooks. | | |
| | | | |
| | -PLCs | | |
| | review Close | | |
| | Dooding | | |
| | Reading | | |
| | Selections | | |
| | to determine | | |
| | word count | | |
| | and high- | | |
| | and high- Lexile. | | |
| | | | |
| | -PLCs assign | | |
| | annronriate | | |
| | appropriate NGSSS | | |
| | CCCDIA | | |

| | benchmark | | |
|----------|----------------------------|--|--|
| | to Close | | |
| | Reading | | |
| | passage | | |
| | | | |
| | -To increase | | |
| | stamina, | | |
| | teachers | | |
| | select high- | | |
| | Lovilo | | |
| | Lexile, complex | | |
| | complex | | |
| | and rigorous | | |
| | texts that | | |
| | are shorter | | |
| | and progress throughout | | |
| | throughout | | |
| | the year to | | |
| | longer texts | | |
| | that are | | |
| | high-Lexile, | | |
| | complex and | | |
| 1 | rigorous | | |
| | | | |
| 1 | - Teachers | | |
| | debrief | | |
| | lesson | | |
| | impleme | | |
| | ntation to | | |
| | determine | | |
| | effectiveness | | |
| | and level | | |
| | of student | | |
| | comprehe | | |
| | comprehe nsion and | | |
| | retention | | |
| | of the text. | | |
| | Teachers | | |
| | use this | | |
| | information | | |
| | to build | | |
| | future close | | |
| | reading | | |
| | lessons. | | |
| | ICOSUIIS. | | |
| | | | |
| <u>_</u> | 1 1 | | |

| | During the |
|---|-------------------------|
| | lessons, |
| 1 | teachers: |
| 1 | |
| | -Guide |
| | students |
| | through |
| | through text without |
| | reading or explaining |
| | explaining |
| | the meaning |
| | of the text |
| | using the |
| | following: |
| | ionowing. |
| 1 | Introducing |
| | Introducing |
| | critical |
| | vocabulary |
| | to ensure |
| 1 | comprehensi |
| | on of text. |
| 1 | |
| | Stating |
| | an essential |
| | question prior to |
| 1 | prior to |
| | reading |
| | |
| | L-I Ising |
| | Using questions |
| | to check for |
| | understandin |
| | 1 1 1 |
| 1 | g. |
| | Liging |
| | Using |
| | question |
| 1 | to engage |
| | students in |
| | discussion. |
| | |
| | Requiring oral and |
| | oral and |
| | written |
| 1 | responses to |
| | text. |
| | |

| | -Ask text- | | |
|----------|----------------------------|--|--|
| | based questions | | |
| | questions that require | | |
| | that require close reading | | |
| | of the text | | |
| | and multiple | | |
| | reads of the | | |
| | text. | | |
| | | | |
| | | | |
| | During the | | |
| | lessons, | | |
| | students: | | |
| | | | |
| | -Grapple with | | |
| | with | | |
| | complex text. | | |
| | text. | | |
| | -Re-read | | |
| | for a second | | |
| | purpose and to increase | | |
| | to increase | | |
| | comprehensi | | |
| | on. | | |
| | Transita | | |
| | -Engage in | | |
| | discussion to answer | | |
| | essential | | |
| | question | | |
| | using textual | | |
| | evidence. | | |
| | 1 1 1 | | |
| | -Write in | | |
| | response | | |
| | to essential | | |
| | question | | |
| | using textual evidence. | | |
| | evidence. | | |

| The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 18% to 24%. | Level of Performance | 2013Expected Level of Performance: | | | | | |
|--|-------------------------|--|------|------|------|------|--|
| | 18% | 24% | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |

Science Professional Development

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

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

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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) | | | |
| Technology and Hands-C Activities | nGrades k-5 | Reading Coach | Principal, AP, Reading Coach | Quarterly PLCs | Administrators/science coach conduct targeted walk-throughs to monitor | Administration Team | |
| | | PLC Facilitator | | | Hands-On Activity implementation. | | |
| Inquiry and the 5E | Grades k-5 | Leadership Tean Reading Coach | n Principal, AP, Reading Coach | Quarterly PLCs | Administrators /Science coach conduct | Administration Team | |
| Instructional Model | | PLC Facilitator | | | targeted walk-throughs to monitor 5 E Instructional Model lessons. | | |
| | | The Facilitator | | | | | |
| Close Reading | Grades k-5 | Leadership Tean Reading Coach | n Principal, AP, Reading Coach | Quarterly PLCs | Reading Coach walk-throughs | Administration Team & Reading Coach | |
| | | PLC Facilitator | | | | | |
| | | Leadership Tean | n | | | | |

PART II: EXPECTED IMPROVEMENTS

Writing/Language Arts Goals

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

| 1. Students | -Not all | Strategy | Who | School has a system for PLCs to record and | -Student monthly demand | |
|--------------|--------------------------------|---------------------------------------|---------------------------------|--|------------------------------|--|
| scoring at | teachers | | _ | report during-the-grading period SMART | writes/formative assessments | |
| Achievement | know how | Students' use | Principal | goal outcomes to administration and | | |
| Level 3.0 or | to plan and | of mode- | Imelpai | leadership team | -Student daily drafts | |
| higher in | execute | | AP | _ | -Student daily draits | |
| | writing | writing will | | | -Student revisions | |
| writing. | lessons with | improve | | | Student revisions | |
| | a focus on | through use | | | -Student portfolios | |
| | mode-based | | District (Writing Team, | | | |
| | writing. | | Supervisors, Writing | | | |
| | | | Resources, Academic | | | |
| | -Not all | instruction | Coaches, and DRTs) | | | |
| | teachers | with a focus | | | | |
| | know how | on mode- | | | | |
| | to review | specific | | | | |
| | student | writing. | How Monitored | | | |
| | writing to | | | | | |
| | determine | | -PLC logs | | | |
| | trends | | | | | |
| | and needs | Action Steps | -Classroom walk-throughs | | | |
| | in order | l | | | | |
| | to drive | | Observation Form | | | |
| | instruction. | baseline data, | G 6 : 1:1 ::: | | | |
| | | PLCs write | -Conferencing while writing | | | |
| | -All teachers need training | SMAK I | walk-through tool (for coaches) | | | |
| | to score | each Grading | coaches) | | | |
| | student | Period. (For | | | | |
| | writing | example, | | | | |
| | | during the | | | | |
| | | first Grading | | | | |
| | | Period, 50% | | | | |
| | school | of the students | | | | |
| | | will score 4.0 | | | | |
| | information | or above on | | | | |
| | provided by | | | | | |
| | the state. | the Grading | | | | |
| | | Period writing | | | | |
| | | prompt.) | | | 1 | |
| | | | | | 1 | |
| | | | | | | |
| | | , , , , , , , , , , , , , , , , , , , | | | 1 | |
| | | <u>Plan:</u> | | | | |
| | | -Professional | | | | |

| Development | | | |
|-----------------------------------|--|--|--|
| for updated | | | |
| rubric courses | | | |
| Tublic courses | | | |
| | | | |
| -Professional | | | |
| Development | | | |
| for | | | |
| instructional | | | |
| instructionar | | | |
| delivery of | | | |
| mode-specific writing | | | |
| writing | | | |
| | | | |
| Tusining to | | | |
| -Training to | | | |
| facilitate data- | | | |
| driven PLCs | | | |
| | | | |
| Lising data to | | | |
| -Using data to identify trends | | | |
| identify trends | | | |
| and drive | | | |
| instruction | | | |
| | | | |
| -Lesson | | | |
| Lesson | | | |
| planning based on | | | |
| based on | | | |
| the needs of | | | |
| students | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| <u>Do:</u> | | | |
| | | | |
| -Daily/ | | | |
| | | | |
| ongoing models and | | | |
| models and | | | |
| application of | | | |
| appropriate mode-specific | | | |
| mode specific | | | |
| inode-specific | | | |
| writing based on teaching | | | |
| on teaching | | | |
| points | | | |
| l i | | | |
| -Daily/ | | | |
| | | | |
| ongoing | | | |
| ongoing conferencing | | | |
| | | | |
| <u> </u> | | | |

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| 1 | | | |
|---|----------------------|--|--|
| 1 | | | |
| 1 | | | |
| 1 | | | |
| 1 | <u>Check:</u> | | |
| 1 | | | |
| 1 | Review of | | |
| | daily drafts | | |
| | and scoring | | |
| | and scoring monthly | | |
| | demand writes | | |
| | definate writes | | |
| | -PLC | | |
| | discussions | | |
| | and analysis | | |
| | of student | | |
| | of Student | | |
| | writing to determine | | |
| | determine | | |
| | trends and | | |
| | needs | | |
| | | | |
| | | | |
| | | | |
| | Act: | | |
| | | | |
| | -Receive | | |
| | additional | | |
| | professional | | |
| | development | | |
| | in areas of | | |
| | need | | |
| | | | |
| | -Seek | | |
| | additional | | |
| | professional | | |
| | knowledge | | |
| | knowledge through | | |
| | book studies/ | | |
| | research | | |
| | i cocaron | | |
| | -Spread | | |
| | the use of | | |
| | effective | | |
| | practices | | |
| | across the | | |
| | across the | | |

| | 88% | 95% | | | |
|---|--------------------------|--|--|--|--|
| | | | | | |
| increase from 88% to 95%. | | | | | |
| 3.0 or higher on the 2013 FCAT Writes will | | | | | |
| The percentage of students scoring Level | | | | | |
| | Performance: | Performance: | | | |
| Writing/LA Goal #1: | 2012 Current Level of | 2013 Expected Level of | | | |
| | | monitoring of the solution(s) | | | |
| | | -Plan ongoing | | | |
| | | increase scale if possible, etc. | | | |
| | | the cycle again, revise as needed, | | | |
| | | is learned to begin | | | |
| | | of others -Use what | | | |
| | | shown in the best practice | | | |
| | | school based on evidence | | | |

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

| 1.2. | 1.2 | 1.2. | 1.2. | 1.2. |
|-----------------|----------------------------------|--|---------------------------------------|----------------------------------|
| | 1.2 | | | |
| -Improve the | Strategy | Who | Teacher Level | During the Grading Period |
| teaching of | | | | |
| reading skills | Students' reading, writing, | -Principal | -Teachers reflect on lesson | Common assessments (pre, |
| of Language | language, and listening / | | outcomes and use this | post, mid, section, end of unit) |
| Arts teachers. | | -AP | knowledge to drive future | |
| | through engagement | | instruction. | |
| -Become | in activities/tasks that | -Instruction Coaches | Teachers maintain their | |
| more proficient | promote high levels of | -PLC facilitators of like grades | assessments in the on-line | |
| at pacing | thinking. | -FLC facilitators of like grades | grading system. | |
| and teaching | | | grading system. | |
| Springboard | | | -Teachers use the on-line | |
| lessons. | Action Steps | <u>How</u> | grading system data to | |
| | retion steps | | calculate their students' | |
| | Within PLCs | PLCS turn their logs into administration | progress towards the | |
| | | and/or coach after a unit of instruction is | development of their | |
| | Before the unit | complete. | individual/PLC SMART Goal. | |
| | | DI Comment of Continued and Assistance | | |
| | -Create norms. | -PLCs receive feedback on their logs. | PLC Level | |
| | | -Administrators and coaches attend targeted | TTale and a final trial and a section | |
| | -Unpack an assessment and | PLC meetings | data, PLCs calculate the | |
| | rubric. | | SMART goal data across all | |
| | -Set SMART goals for the | Progress of PLCs discussed at Leadership | classes/courses. | |
| | unit of instruction. | Теат | olusios, courses. | |
| | diffe of instruction. | | -PLCs reflect on lesson | |
| | -Decide on a way to pre- | -Administration shares the data of PLC | outcomes and data used to | |
| | assess the skills and | visits with staff on a monthly basis. | drive future instruction. | |
| | knowledge of students | | 1 | |
| | (What pre-assessment will | -Administrative walk-throughs looking for | -For each class/course, PLCs | |
| | we all use?) | implementation of strategy with fidelity and | chart their overall progress | |
| | | consistency. | towards the SMART Goal. | |
| | -Choose the anchor activities | -Administrator and coach aggregates | Landamhin Tanna Lana! | |
| | teachers will use to assess | the walk-through data school-wide and | Leadership Team Level | |
| | students understanding | shares with staff the progress of strategy | -PLC facilitator shares | |
| | along the way to the assessment. | implementation monthly. | SMART Goal data with the | |
| | assessificit. | | Leadership Team. | |
| | -Reflect on barriers and | -Administration shares the positive | | |
| | successes from the year | outcomes observed in PLC meetings on a | -Data is used to drive | |
| | before. | monthly basis. | teacher support and student | |
| | | | supplemental instruction. | |
| | -Look at student assessment | | | |
| TI'll 1 1 2012 | 1 | • | • | |

| exemplars (previous students' | | |
|--------------------------------|---|--|
| assessments if available). | | |
| | | |
| -Visit the pacing guide and | | |
| determine the pacing for the | | |
| unit. | | |
| unit. | | |
| -Decide on common | | |
| -Decide on common | | |
| terminology to use with | | |
| students and during PLC | | |
| discussions. | | |
| | | |
| -Look at the grammar | | |
| instruction opportunities | | |
| provided in the unit and | | |
| determine their potential | | |
| usage. | | |
| 10000 | | |
| -Decide on which vocabulary | | |
| terms need to be taught | | |
| during a dr a suit | | |
| during the unit. | | |
| | | |
| -Discuss the student's | | |
| curriculum checklist. | | |
| | | |
| -Determine how the PLC | | |
| would like to grade the | | |
| assessments in order for there | | |
| to be consistency among | | |
| grade levels | | |
| <u> </u> | | |
| | | |
| Γ | | |
| During the unit | | |
| During and anne | | |
| -Determine: | | |
| roccinino. | | |
| What is working? | | |
| What is working? | | |
| To the second decreased to the | | |
| Is there a need to enrich the | | |
| instruction? How? | | |
| | | |
| What isn't working? | | |
| | | |
| Is there a need to supplement | 1 | |

| | the instruction? How? | |
|--|--|-----|
| | Are the needs of our ELL/ | |
| | SWD being met? | |
| | | |
| | Is there a need for a | |
| | demonstration classroom and | |
| | or teacher swap? | |
| | -Conduct a pacing check. | |
| | -Bring anchor activities | |
| | (artifacts) to assess student | |
| | understanding. | |
| | -Discuss effective student | |
| | placement (If plausible discuss | |
| | how classroom environment | |
| | might help a student that is | |
| | struggling in a class. Could | |
| | a change of class period or teacher help?) | |
| | teacher heip:) | |
| | -Plan strategies to differentiate. | |
| | -Plan higher order thinking | |
| | questions. | |
| | -Discuss portfolio | |
| | implementation (Success/ | |
| | Barriers). | |
| | | - 1 |
| | -Discuss additions to the writer's checklists. | |
| | WHEEL'S CHECKHISTS. | |
| | L. I | |
| | | - 1 |
| | During the assessment | - 1 |
| | -Agree upon a date when | |
| | all assessments need to be | |
| | completed. | |
| | | - 1 |
| | -Discuss successes and | - 1 |
| | challenges. | |

| |
|---|
| |
| After the assessment |
| Participate in an assessment |
| Norming session |
| - |
| After all assessments have been scored |
| -Reflect on the unit. |
| -Reflect on the effectiveness |
| of the PLC (survey). |
| -Revisit portfolios. |
| -Identify the skills students |
| struggled with and determine which activities in further |
| lessons will readdress the skills needing to be re-taught |
| or strengthened. |
| -Recognize successes and celebrate. |
| |
| In the classroom |
| During the lessons, teachers: |
| -Post essential questions and |
| daily objectives. |
| -Explicitly reference |
| connections between the following: essential |
| questions, daily objective, and assessment. |
| |

| | -Select learning strategies as | | |
|-----|--------------------------------|--|--|
| | needed. | | |
| | necueu. | | |
| | | | |
| | -Group students | | |
| | appropriately. | | |
| | арргоргиссту. | | |
| | 1 | | |
| | -Scaffold instruction building | | |
| | towards higher complexity. | | |
| | | | |
| | M. 1.1 1 11. | | |
| | -Model and provide | | |
| | opportunities for guided and | | |
| | independent practice of skills | | |
| | aligned with the assessment. | | |
| | anghed with the assessment. | | |
| | 1 | | |
| | -Select academic vocabulary | | |
| | from text to be used during a | | |
| | unit of instruction. | | |
| | unit of instruction. | | |
| | | | |
| | -Use multiple types of | | |
| | formative assessment and | | |
| | provide consistent checks for | | |
| | | | |
| | student understanding. | | |
| | | | |
| | -Use data during the lesson | | |
| | and after the assessment to | | |
| | | | |
| | inform instruction. | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | During the lessons, students: | | |
| 1 1 | | | |
| | -Understand the criteria | | |
| | which will be used to | | |
| | | | |
| 1 1 | evaluate their work. | | |
| | | | |
| 1 1 | -Understand the purpose of | | |
| | the lesson and its connection | | |
| | | | |
| | to the assessment. | | |
| | 1 1 | | |
| | -Think critically and | | |
| | anativala | | |
| 1 1 | creatively. | | |
| 1 1 | | | |
| | -Actively draw upon prior | | |
| | knowledge and use that | | |
| | | | |
| | knowledge to connect with | | |

| lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. | | |
|--|--|--|
| After the lessons, teachers: -Post exemplars of student work. -Teachers will collaborate within structured PLCs to develop lesson plans the can enhance, vocabulary, grammar and other needed writing areas. | | |

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| 1.3. | 1.3. | 1.3. | 1.3 | 1.3. | |
|---|--|---|---|--|--|
| -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do- Check-Act "Instructional Unit" log. | Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? | -Principal -AP -PLC facilitators of like grades How -PLCS turn their logs into administration and/or coach after a unit of instruction is completePLCs receive feedback on their logsAdministrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC | School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team. | During the Grading Period Common assessments (pre, post, mid, section, end of unit) | |
| | Actions/Details -Grade level/like-course PLCs use a Plan-Do- Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans. | visits with staff on a monthly basis. | | | |

Writing/Language Arts Professional Development

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

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

PD Content /Topic

Grade Level/ 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)

k-5

Principal

Language Arts Teachers

On-going

AP

PLC-grade level and vertical teams

PLC logs turned into administration

Principal

PLC facilitators

AP

PLC Facilitators

Writing Holistic Scoring Training

| | k-5 | Principal | Language Arts Teachers | On-going | -Administration or Coach walk- throughs | |
|--------------------------|--------|------------------|---------------------------------|----------|--|------------------|
| | | AP | PLC-grade level and vertical to | eams | -PLC logs turned into administration | Principal |
| | | PLC facilitators | | | -1 Le logs turnet into administration | AP |
| Mode-based W Training | riting | | | | | PLC Facilitators |

PART II: EXPECTED IMPROVEMENTS

Attendance Goal(s)

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

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| 1 A440mJones | 1 1 | 1 1 | l _{1 1} | l _{1 1} | 1.1 | |
|---------------|-------------------|-----------------------------|----------------------------|------------------|------------------------|--|
| 1. Attendance | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | |
| | | L | | l | | |
| | -Attendance | Tier 1 | Attendance committee | | Instructional Planning | |
| | committee needs | | | | Tool Attendance/ | |
| | to meet on a | The school will | that will be reviewed by | | Tardy data | |
| | regular basis | establish an | the Principal on a monthly | students. | 7.1.0 | |
| | | attendance | basis and shared with | | Ed Connect | |
| | school year. | committee and | faculty. | | | |
| | N 1 | attendance | | | | |
| | -Need support | incentive | | | | |
| | in building and | program | | | | |
| | maintain the | comprised of | | | | |
| | student database. | | | | | |
| | | guidance | | | | |
| | | counselors, teachers and | | | | |
| | | other relevant | | | | |
| | | personnel to | | | | |
| | | review the | | | | |
| | | school's | | | | |
| | | attendance plan | | | | |
| | | and discuss | | | | |
| | | school wide | | | | |
| | | interventions to | | | | |
| | | address needs | | | | |
| | | relevant to | | | | |
| | | current | | | | |
| | | attendance data. | | | | |
| | | The attendance | | | | |
| | | committee will | | | | |
| | | also maintain a | | | | |
| | | database of | | | | |
| | | students with | | | | |
| | | significant | | | | |
| | | attendance | | | | |
| | | problems and | | | | |
| | | implement and | | | | |
| | | monitor | | | | |
| | | interventions to | | | | |
| | | be documented | | | | |
| | | on the | | | | |
| | | attendance | | | | |
| | | intervention | | | | |
| | | form (SB 90710) | | | | |

| Attendance Goal #1: | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | |
|--|-----------------------------------|---------------------------------|--|--|--|
| 1. The attendance rate will increase from 96.3% in 2011-2012 to 97% in 2012-2013. | | | | | |
| 2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% | | | | | |
| 3.T he number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%. | | | | | |
| | | | | | |
| | 96.3% | 97% | | | |

| 1 | 2012 Current Number of Students with | 2013 Expected Number of Students with | | | | | |
|---|---|---|---|--|----------------|---|--|
| | Excessive Absences | Excessive Absences | | | | | |
| | (10 or more) | (10 or more) | | | | | |
| | 21 | 19 | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with | | | | | |
| | | Excessive Tardies (10 or more) | - | | | | |
| | 0 | 0 | | | | | |
| | | system to reinforce parents for facilitating improvement in attendance. | Beginning at the 5th unexcused absence, the | 1.2 Social Worker Guidance Counselor PSLT | The attendance | 1.2 Instructional Planning Tool Attendance/Tardy data | |
| | | | | | | | |

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)

ED Connect k-5

PLC Leader School

School-wide

wide September and then

September and then in an as Ed Connect Postings

Alison Pennington, Shirley

needed basis Porebski

Suspension Goal(s)

| Suspension Goal(s) | Problem- | | | _ |
|--------------------|------------|--|--|---|
| | solving | | | |
| | Process to | | | |
| | Decrease | | | |
| | Suspensio | | | |
| | n | | | |
| | | | | |
| | | | | |

| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
|---|---|---|---|--|--|--|
| areas in need of improvement: | | - | Who and how will the fidelity be monitored? | How will the evaluation tool data be used to determine the effectiveness of strategy? | | |
| I to suspension | There needs to be common school-wide expectations and rules for appropriate classroom ochavior. | Tier 1 -Providing teachers with resources for continued teaching and | -Leadership Team -Administration | PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly. | EASI suspension data cross-referenced with mainframe discipline data | |

| G | 2012 Total | 2013 Expected | ı | 1 | 1 | |
|---|---------------------------------|-------------------------|---|---|---|--|
| Suspension Goal #1: | Number of | Number of | | | | |
| | i talliber or | ramoer or | | | | |
| 1. The total number of In-School Suspensions | In –School | In- School | | | | |
| will decrease by 10%. | Suspensions | Suspensions | | | | |
| 2. The total number of students receiving In- | | <u> </u> | | | | |
| School Suspension throughout the school year | | | | | | |
| will decrease by 10%. | | | | | | |
| | | | | | | |
| 3. The total number of Out-of-School | | | | | | |
| Suspensions will decrease by 10%. | | | | | | |
| 4. The total number of students receiving Out | | | | | | |
| 4. The total number of students receiving Out- of-School Suspensions throughout the school | | | | | | |
| year will decrease by 10%. | | | | | | |
| J decrease of 1076. | | | | | | |
| | | | | | | |
| | 14 | 10 or | | | | |
| | 1 * | below | | | | |
| | 2012 Total | 2013 Expected | | | | |
| | Number of | Number of | | | | |
| | Students Suspended | Students Suspended | | | | |
| | Suspended | Suspended | | | | |
| | In-School | In -School | | | | |
| | | 10 or | | | | |
| | 12 | | | | | |
| | | below | | | | |
| | 2012 Number of Out-of-School | 2013 Expected Number of | | | | |
| | Suspensions | INUITIDET OF | | | | |
| | | Out-of-School | | | | |
| | | Suspensions | | | | |
| | | 10 or | | | | |
| | 4 | below | | | | |
| | 2012 Total | 2013 Expected | | | | |
| | Number of | Number of | | | | |
| | Students | Students | | | | |
| | Suspended | Suspended | | | | |
| | | | | | | |
| | Out- of- School | Out- of-School_ | | | | |
| | | | | | | |

| 7 | 10 or below | | | | | |
|---|----------------|------|------|------|------|--|
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Suspension Professional Development

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

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

PD Content /Topic Grade Level/ 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 (e.g., Early Release) and

school-wide) Schedules (e.g., frequency of

PLC Leader meetings)

Core Essentials K-5 PLC Leader School-wide September and then on-going Monthly Counselor

| level of Parent | 2013 Expected level of Parent Involvement:* | | |
|-----------------|---|--|--|
| | | | |
| | | | |

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| | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
|--|------|------|------|------|------|--|
| | | | | | | |
| | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| | | | | | | |

Health and Fitness Goal(s)

| ADD ITIO NAL GOAL (S) | Proble m-Solvi ng Proces s to In cre ase St ud ent Ac hie ve me nt | | | |
|-----------------------------------|--|--|--|--|
| | | | | |

| Based | Ant | Strat | Fidelity | Strategy | Student | |
|------------------------------------|-------|-------|----------|---|---------|--|
| on the | icip | egy | Check | Data | Evalu | |
| analysis of | ated | | | Check | ation | |
| school data, | Barri | | Who | | Tool | |
| identify and define areas in | er | | will the | How will the evaluation tool data | | |
| need of improveme nt: | | | | be used to determine the effectiv eness of strategy? | | |

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

| 1. | 1. | 1. | 1. | 1. | 1. | |
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| Addition | Stud | Ele | Principal | Classroo | | |
| al Goal | | men | | m walk- | Classro | |
| | not worki | tary | | throughs | om | |
| | worki ng on | stud | | - | teacher | |
| <u>Additio</u> | ng on car | ents | | Class | caciici | |
| nal Goal | dio | will | | | 5 | |
| #1 <u>:</u> | | enga | | schedules | | |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

| | the remaini ng sixty (60) minute s of the mandat ed 150 Minute s of Elemen tary Phys. Ed. |
|--|---|
|--|---|

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

| During | 2012 | 2013 | | | |
|-------------|-------|-------|--|--|--|
| the 2012- | Cur | Expe | | | |
| 2013 | rent | cted | | | |
| school | Level | Level | | | |
| year, the | Ŀ | | | | |
| number of | l | | | | |
| students | | | | | |
| | | | | | |
| scoring | | | | | |
| in the | | | | | |
| "Healthy | | | | | |
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| (HFZ) | | | | | |
| on the | | | | | |
| Pacer for | | | | | |
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| Schools | | | | | |
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| the data | | | | | |
| after the | | | | | |
| Pretest | | | | | |
| and | | | | | |
| Posttest. | | | | | |
| Make sure | | | | | |
| there is | | | | | |
| at least | | | | | |
| a 10% | | | | | |
| between | | | | | |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

| the Pretest and Posttest. | | | | | | | |
|------------------------------------|----|------------|-----------------------------|---|--|--|--|
| | 80 | 90 | | | | | |
| | % | | | | | | |
| | | Heal th | Princ ipal's designee | on the number of students scoring in the Healthy Fitness Zone (HFZ) | PACE R test comp onent of the FITN ESSG RAM PACE R for | 2. PACER test compone nt of the FITNES SGRAM PACER for assessing cardiov ascular health. | |

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

| | 3. 3. 3. Lesson 3. | |
|----------|---|--|
| | Use Physical plans of PACE | |
| | of Educ R test | |
| | the ation Physical comp | |
| | . L illysical - | |
| | play Teacher Educatio onent grou n Teacher of the | |
| | grou n Teacher of the nd FITN | |
| | or ESSG | |
| | fitne RAM | |
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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)

Continuous Improvement Goal(s)

| ADD ITIO NAL GOAL (S) | Proble m-So lvi ng Proces s to In cre ase St ud ent Ac hie re | | | | |
|---|---|----------------------------|--|-----------------------------------|--|
| Based on the analysis of school data, identify and define areas in need of improveme nt: | icip ated | Check Who and how will the | How will the evaluation tool data be used to determine the effectiv eness of strategy? | Student Evalu ation Tool | |

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

| | | | | | | |
|----------------|-----------|-------|-----------|-----------|---------|------|
| 1. | 1.1 | 1.1 | 1.1 | 1.1 | 1.1End | |
| Addition | | | | | of Year | |
| al Goal | L | The | Who | "Quick" | School | |
| | Par | leade | | parent | Clima | |
| 1 | ents | | Principal | | te and | |
| <u>Additio</u> | not | isinp | | surveys | Perce | |
| nal Goal | che | 4 | Leadersh | our veys | ption | |
| #1: | | | | | Survey | |
| | CKIN | and | ip Team | | | |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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| The | 2012 Cur | 2013 Expe | | | |
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| tage of | Level | Level | | | |
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| strongly | | | | | |
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| indicator | | | | | |
| that "I am | | | | | |
| aware of | | | | | |
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| (SAC) | | | | | |
| and its | | | | | |
| role" will | | | | | |
| increase | | | | | |
| from 40% | | | | | |
| in 2012 | | | | | |
| to 50% in | | | | | |
| 2013. | | | | | |
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Continuous Improvement Goals Professional Development

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

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

PLC Leader

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

Comprehensive English Language Learning Assessment (CELLA) Goals

| CELLA Goals | Problem- | | | |
|--------------------|------------------------|--|--|--|
| | Solving Process | | | |
| | to Increase | | | |
| | Language | | | |
| | Acquisition | | | |
| | _ | | | |

| Students speak in English and understand | Anticipated Barrier | Strategy | Fidelity Check | Strategy Data Check | Student Evaluation Tool | |
|--|---------------------|----------|---|---|-------------------------|--|
| spoken English at grade level in a 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? | | |

| | | | I | • | | |
|---------------------|--|------------------------|--|---------------------------|---------------------------|--|
| C. Students | 1.1. | 1.1. | 1.1. ESOL resource teacher and administration will | 1.1. Teacher Level | 1.1. | |
| scoring proficient/ | | | complete informal walk-through observations. | | | |
| satisfactory | | | | T 1 | FAID | |
| performance | | ELLs (LYs/LFs) | | -Teachers reflect on | -FAIR | |
| in Listening/ | | comprehension | | lesson outcomes and | CELL A | |
| | | of course content/ | | use this knowledge to | -CELLA | |
| Speaking. | | standard improves | | drive future instruction. | | |
| | | through participation | | | | |
| | effective ESOL strategies to | in the differentiated | | -Teachers use the on- | | |
| | differentiate their instruction to ELL students. | instruction strategy | | line grading system | During the Grading Period | |
| | to LLL students. | across Reading, | | data to calculate their | | |
| | | Language Arts, Math, | | students' progress | -Core curriculum end of | |
| | | Social Studies and | | towards their PLC | core common unit with | |
| | | Science. | | | data aggregated for ELL | |
| | | | | SMART Goal | performance | |
| | | | | PLC Level | | |
| | | Action Steps | | | | |
| | | | | -Using the individual | | |
| | | -ESOL Resource | | teacher data, PLCs | | |
| | | Teacher (ERT) | | calculate the ELL | | |
| | | provides professional | | SMART goal data | | |
| | | development to | | across all classes/ | | |
| | | all content area | | courses. | | |
| | | teachers on how to | | | | |
| | | embed differentiated | | -PLCs reflect on lesson | | |
| | | instruction into core | | outcomes and data | | |
| | | content lessons. | | used to drive future | | |
| | | | | instruction. | | |
| | | -ERT models lessons | | | | |
| | | using differentiated | | -ERTs meet with | | |
| | | instruction. | | Reading, Language | | |
| | | | | Arts, Social Studies | | |
| | | -ERT observes | | and Science PLCs on a | | |
| | | content area teachers | | rotating basis to assist | | |
| | | using differentiated | | with the analysis of | | |
| | | instruction and | | ELLs performance | | |
| | | provides feedback, | | data. | | |
| | | coaching and support. | | | | |
| | | | | - For each class/course, | | |
| | | -Core content teachers | | PLCs chart their overall | | |
| | | set SMART goals | | progress towards the | | |
| | | for ELL students | | ELL SMART Goal. | | |
| | | for upcoming | | | | |
| | | core curriculum | | Leadership Team Level | L | |

| | | assessments. | | |
|------------------------|-------------------------|------------------------|------------------------|--|
| | | assessificitis. | -PLC facilitator/ | |
| | | -Core content teachers | Subject Area Leader/ | |
| | | administer and analyze | | |
| | | | Department Heads | |
| | | ELLs performance on | shares ELL SMART | |
| | | assessments. | Goal data with the | |
| | | | Problem Solving | |
| | | -Teachers aggregate | Leadership Team. | |
| | | data to determine the | | |
| | | performance of ELLs | -Data is used to drive | |
| | | compared to the whole | teacher support and | |
| | | group. | student supplemental | |
| | | | instruction. | |
| | | -Based on data core | | |
| | | content teachers | -ERTs meet with | |
| | | will differentiate | RtI team to review | |
| | | instruction to | performance data | |
| | | remediate/enhance | and progress of ELLs | |
| | | instruction. | (inclusive of LFs) | |
| | | | (| |
| | | | | |
| CELLA Goal #C: | 2012 Current Percent of | | | |
| | Students Proficient in | | | |
| | Listening/Speaking: 61% | | | |
| | | | | |
| T1 | | | | |
| The percentage of | | | | |
| students scoring | | | | |
| proficient on the 2013 | | | | |
| Listening/Speaking | | | | |
| section of the CELLA | | | | |
| will increase from | | | | |
| _61_% to65%. | | | | |
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| 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
|--|--|--|--|---|
| -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered | ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons. -ERT models lessons using differentiated instruction. -ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support. | Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers | Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate | -FAIR -CELLA During the Grading Period |
| | -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze | -Administrative and ERT walk-throughs | -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/coursesPLCs reflect on lesson outcomes and data used to drive future instructionERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. | |
| | | | - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive | |

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

| | | 1.3 | 1.3 | 1.3 | teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs) 1.3 | 1.3 |
|---|---------------------|--|---|--|---|---|
| | | teachers can provide ELL accommodations beyond FCAT testing. Bilingual Education Paraprofessionals at varying levels of expertise in providing support. Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual | ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 5. Extended time (lesson and assessments) 6. Small group testing 7. Para support (lesson and assessments) 8. Use of heritage language dictionary (lesson and assessments) | -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk- throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used | Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine | During the Grading Period -Core curriculum end of core common unit |
| Students read in English at grade level text in a manner similar to non-ELL students. | Anticipated Barrier | paraprofessional. Strategy | Fidelity Check Who and how will the fidelity be monitored? | as walk-through forms Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| D. Canadanata | 2.1 | h 1 | 2.1. ESOL resource teacher and administration will | h 1 | h 1 | |
|---------------------|---------------------------------|------------------------|--|---------------------------|---------------------------|--|
| D. Students | | 2.1 | complete informal walk-through observations. | 2.1. Teacher Level | 2.1. | |
| scoring proficient/ | | | complete informal walk unlough observations. | | | |
| satisfactory | | ELLs (LYs/LFs) | | -Teachers reflect on | -FAIR | |
| performance in | | comprehension | | lesson outcomes and | | |
| Reading. | | of course content/ | | use this knowledge to | -CELLA | |
| | Not all teachers have been | standard improves | | drive future instruction. | | |
| | trained on how to use | through participation | | | | |
| | effective ESOL strategies to | in the differentiated | | -Teachers use the on- | | |
| | differentiate their instruction | instruction strategy | | line grading system | During the Grading Period | |
| | to ELL students. | across Reading, | | data to calculate their | | |
| | | Language Arts, Math, | | students' progress | -Core curriculum end of | |
| | | Social Studies and | | towards their PLC | core common unit with | |
| | | Science. | | and/or individual ELL | data aggregated for ELL | |
| | | | | SMART Goal | performance | |
| | | | | PLC Level | | |
| | | Action Steps | | PLC Level | | |
| | | erenon steps | | -Using the individual | | |
| | | -ESOL Resource | | teacher data, PLCs | | |
| | | Teacher (ERT) | | calculate the ELL | | |
| | | provides professional | | SMART goal data | | |
| | | development to | | across all classes/ | | |
| | | all content area | | courses. | | |
| | | teachers on how to | | | | |
| | | embed differentiated | | -PLCs reflect on lesson | | |
| | | instruction into core | | outcomes and data | | |
| | | content lessons. | | used to drive future | | |
| | | | | instruction. | | |
| | | -ERT models lessons | | | | |
| | | using differentiated | | -ERTs meet with | | |
| | | instruction. | | Reading, Language | | |
| | | | | Arts, Social Studies | | |
| | | -ERT observes | | and Science PLCs on a | | |
| | | content area teachers | | rotating basis to assist | | |
| | | using differentiated | | with the analysis of | | |
| | | instruction and | | ELLs performance | | |
| | | provides feedback, | | data. | | |
| | | coaching and support. | | | | |
| | | | | - For each class/course, | | |
| | | -Core content teachers | | PLCs chart their overall | | |
| | | set SMART goals | | progress towards the | | |
| | | for ELL students | | ELL SMART Goal. | | |
| | | for upcoming | | L | | |
| | 1 | core curriculum | | Leadership Team Level | L | |

| | | assessments. | | |
|----------------------|-------------------------|------------------------|------------------------|--|
| | | | -PLC facilitator/ | |
| | | -Core content teachers | Subject Area Leader/ | |
| | | administer and analyze | Department Heads | |
| | | ELLs performance on | shares ELL SMART | |
| | | assessments. | Goal data with the | |
| | | ussessifients. | Problem Solving | |
| | | -Teachers aggregate | Leadership Team. | |
| | | | Leadership Team. | |
| | | data to determine the | D : 1: 1: | |
| | | performance of ELLs | -Data is used to drive | |
| | | compared to the whole | teacher support and | |
| | | group. | student supplemental | |
| | | | instruction. | |
| | | -Based on data core | | |
| | | content teachers | -ERTs meet with | |
| | | will differentiate | RtI team to review | |
| | | instruction to | performance data | |
| | | remediate/enhance | and progress of ELLs | |
| | | instruction. | (inclusive of LFs) | |
| | | | (| |
| | | | | |
| CELLA Goal #D: | 2012 Current Percent of | | | |
| CLELIT Goul #D. | Students Proficient in | | | |
| | Reading: 41% | | | |
| | | | | |
| | | | | |
| The percentage of | | | | |
| students scoring | | | | |
| proficient on the | | | | |
| 2013 Reading section | | | | |
| of the CELLA will | | | | |
| increase from _41_% | | | | |
| to _45%. | | | | |
| 1 - 1 - 1 | | | | |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

| 2.2 | 2.2 | 2.2 | 2.2 | 2.2 |
|---|--|---|---|--|
| with this strategy. To address this barrier, the school will schedule professional | ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed differentiated instruction into core content lessons. -ERT models lessons using differentiated instruction. -ERT observes content area teachers using differentiated instruction and provides feedback, coaching and support. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction. | -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs | Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. | -Core curriculum end of core common units with data aggregated for ELL performance |

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

| | | -Lack of understanding teachers can provide ELL accommodations beyond FCAT testingBilingual Education Paraprofessionals at varying levels of expertise in providing supportAllocation of Bilingual Education Paraprofessional dependent on number of ELLsAdministrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional. | ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 9. Extended time (lesson and assessments) 10. Small group testing 11. Para support (lesson and assessments) 12. Use of heritage language dictionary (lesson and assessments) | -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk- throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms. | -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs) 2.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students. | 2.3 During the Grading Period -Core curriculum end of core common unit |
|---|---------------------|--|--|---|--|--|
| Students write in English at grade level in a manner similar to non- ELL students. | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool | |

| - ~ · | Israelia de la | α | L | 2 1 11 | | |
|---------------------------------------|---------------------------|--------------------------|---|-----------------------|------------------------------|--|
| | | <u>Strategy</u> | <u>Who</u> | School has a system | Student monthly demand | |
| peor mg promerene | how to plan and execute | | | for PLCs to record | writes/formative assessments | |
| satisfactory | writing lessons with a | Students' use of mode- | Principal | and report during- | | |
| performance in | focus on mode-based | specific writing will | | the-grading period | -Student daily drafts | |
| Writing. | writing. | improve through use | AP | SMART goal outcomes | , | |
| ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' | | of Writers' Workshop/ | | to administration and | -Student revisions | |
| | | daily instruction with a | | leadership team | | |
| | | focus on mode-specific | | | -Student portfolios | |
| | | | District (Writing Team, Supervisors, Writing | | • | |
| | trends and needs in order | | Resources, Academic Coaches, and DRTs) | | | |
| | to drive instruction. | | , | | | |
| | | | | | | |
| | -All teachers need | Action Steps | | | | |
| | training to score student | | How Monitored | | | |
| | writing accurately during | | | | | |
| | | data, PLCs write | -PLC logs | | | |
| | | SMART goals for each | | | | |
| | provided by the state. | Grading Period. (For | -Classroom walk-throughs | | | |
| | | example, during the | | | | |
| | | first Grading Period, | Observation Form | | | |
| | | 50% of the students | - | | | |
| | | will score 4.0 or above | -Conferencing while writing walk-through tool | | | |
| | | on the end-of-the | (for coaches) | | | |
| | | Grading Period writing | , | | | |
| | | prompt.) | | | | |
| | | | | | | |
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| | | | | | | |
| | | <u>Plan:</u> | | | | |
| | | | | | | |
| | | -Professional | | | | |
| | | Development for | | | | |
| | | updated rubric courses | | | | |
| | | | | | | |
| | | -Professional | | | | |
| | | Development for | | | | |
| | | instructional delivery | | | | |
| | | of mode-specific | | | | |
| | | writing | | | | |
| | | | | | | |
| | | Training to facilitate | | | | |
| | | data-driven PLCs | | | | |
| | | | | | | |
| | | -Using data to identify | | | | |
| | | trends and drive | | | | |

| instruction | |
|---|--|
| | |
| -Lesson planning based on the needs of | |
| based on the needs of | |
| students | |
| | |
| | |
| | |
| <u>Do:</u> | |
| | |
| -Daily/ongoing models | |
| and application of | |
| appropriate mode- | |
| specific writing based | |
| specific writing based on teaching points | |
| | |
| -Daily/ongoing | |
| conferencing | |
| | |
| | |
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| | |
| | |
| Check: | |
| CHECK. | |
| Review of daily drafts | |
| and scoring monthly | |
| demand writes | |
| demand writes | |
| -PLC discussions and | |
| analysis of student | |
| writing to determine | |
| trends and needs | |
| uchus anu necus | |
| | |
| | |
| 14.04 | |
| <u>Act:</u> | |
| -Receive additional | |
| Professional | |
| professional | |
| development in areas | |
| of need | |
| 0.1.1761 | |
| -Seek additional | |
| professional | |

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|------------------------------------|---|--|------|------|------|---------------------------------------|
| | | knowledge through book studies/research | | | | |
| | | book studies/fesearch | | | | |
| | | -Spread the use of | | | | |
| | | effective practices | | | | |
| | | across the school based | | | | |
| | | on evidence shown | | | | |
| | | in the best practice of | | | | |
| | | others | | | | |
| | | -Use what is learned to | | | | |
| | | begin the cycle again, | | | | |
| | | revise as needed, | | | | |
| | | increase scale if | | | | |
| | | possible, etc. | | | | |
| | | | | | | |
| | | -Plan ongoing | | | | |
| | | monitoring of the solution(s) | | | | |
| | | solution(s) | | | | |
| | | | | | | |
| CELLA Goal #E: | 2012 Current Percent of Students Proficient in | | | | | |
| | Students Proficient in Writing: 36% | | | | | |
| | Writing: 30% | | | | | |
| L | | | | | | |
| The percentage of | | | | | | |
| students scoring proficient on the | | | | | | |
| 2013 Writing section | | | | | | |
| of the CELLA will | | | | | | |
| increase from 36 % | | | | | | |
| to _40%. | | | | | | |
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| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| | | | | | | |

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

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

| STEM Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|------------------------------|--|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | | | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM. | math, science STEM teachers, with technology contact. | STÊM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. | Principal AP Science Contact | Administrative walk-throughs | 1.1 Logging number of project-based learning lessons in math and science per nine weeks. Share data with teachers. |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

STEM Professional Development

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

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

PD Content /Topic

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)

Project-based learning

k-5

PLC Facilitator School wide

On-going

Administrator walk-throughs

Administration

CTE Goal(s)

Problem-Solving Process to Increase Student Achievemen

t

Based on the analysis of school data, identify and define

Anticipated Barrier Strategy

Strategy Fidelity Check

Strategy Data Check

Evaluation Tool

areas in need of improvement:

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

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CTE Goal #1:

Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from ___1_in 2011-2012 to _3___ in 2012-2013.

Provide field trips to local businesses or CTE student competitions.

1.

2.Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.
3.

Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In. Log of CTE field.

Log of Middle School CTSOs visits.

Log of Middle School presentations regarding CTE course options.
Log of career assemblies

Log of CTE special speakers

Career survey data

Elementary CTE Professional Development

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

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

| PD Content /Topic | 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) | | |
| Integration of career opportunities in core academic areas | k-5 | Guidance, AP | k-5 Teachers | Great American Teach-In: November 15 th . | Reflection Letters | Grade Level teachers |
| Field Trips | k-5 | AP, Team Leaders | s k-5 Teachers | Grade Level Monthly PLCs | Reflections | Grade Level Teachers |

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

| School Differentiated Accountability Status | | |
|---|-------|---------|
| □Priority | Focus | Prevent |

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

School Advisory Council (SAC)

SAC Membership Compliance

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

| П | Yes | No |
|---|------|-----|
| ш | 1 62 | 110 |

| If No, describe the measures being taken to comply with SAC requirements. | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
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| 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, Math, and Writing Goal 1.1 | Professional Development Resources | | 753.00 |
| Reading and Math Goal 1.1 | Computer Crew | 300.00 | 250.00 |
| Reading and Math Goal 1.1 | Stopwatches, digital camera, and SD Card | 583.00 | 556.95 |
| Writing Goal 1.1 | SAC funds for student writing incentives | 120.00 | 66.82 |
| Science Goal 1.1 | Versatiles | 1700.00 | 1695.00 |

| Final Amount Spent | 3321.23 | |
|--------------------|---------|--|
| | | |