Florida Department of Education



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Claywell Elementary School	District Name: School District of Hillsborough County
Principal: Robert Jones	Superintendent: MaryEllen Elia
SAC Chair: Linda Swanson	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Robert Jones	Degree(s) B.S. Elementary Education M.S. Educational Leadership Certifications School Principal Educational Leadership	1	6	2011 – 2012 – Grade A 2010-2011- Grade A AYP- 72% 2009-2010- Grade A AYP- 92% 2008-2009- Grade A AYP-95%

Assistant Principal	Paulette English	Degree(s) B.S. /M.S. Early Childhood Education Endorsement in Educational Leadership Certifications Educational Leadership (All Levels)	5	5	2011 – 2012 – Grade A 2010-2011- Grade A AYP- 85%
		Primary ed. (K-3) ESOL			2009-2010- Grade A AYP- 97%
					2008-2009- Grade A AYP-95%

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	Prior Performance Record (include prior School Grades, FCAT/
			Years at	as an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated school
		` ,		Instructional Coach	year)

Reading	Rebekah Howard	BA Elem. Ed. 1-6 w/ESOL	4	5	2011 – 2012 – Grade A
					2010-2011- Grade A
					AYP- 85%
					2009-2010- Grade A
					AYP- 97%
					2008-2009- Grade A
					AYP-95%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	James Goode	June	

3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly qualified.	
0	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

To	%	%	%	%	%	%	%	%	%
tal	of	% of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Те	Te	Те	σh	ad	tio	EC
m	st-	ach	ach	ach	ach	lv	ing	nal	OI
ber	Ye	ers	ers	ers	ers	Qu	En	Во	

of	ar	with	with	with	wi	alif	dor	ard	End
In	Te	1-5	6-	15+	th	ied	sed	Ce	orse
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	d
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	
tio		Exp	rs of	Exp	ced	her	ers	Te	Tea
nal		erie	Exp	erie	De	S		ac	cher
Sta		nce	erie	nce	gre			her	S
ff			nce		es			S	
60	2%	17	40	41	28	10	0%	7%	65
		%	%	%	%	0%			%
	(1)						0	(4)	
	(-)	(10)	(24)	(25)	(17	(60		(-)	(39)
		,	,	,))			,

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

Tiffany	Katie Larson	Tiffany	Katie
Behnke		Behnke is a	receives 90
		Mentor with	minutes of
		the EET	observation
		initiative.	and
		Her areas	mentoring
		of strength	weekly to
		include	improve
		leadership,	her
		mentoring,	instruction.
		and	Katie
		increasing	attends
		student's	profes
		achievement.	sional
			develop
			ment and
			discusses
			strategies
			with
			Tiffany to
			implement
			in her
			classroom.

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 April 18, 2013

itle I, Part C- Migrant
itle I, Part D
itle II
itle III
the III
itle X- Homeless
upplemental Academic Instruction (SAI)
Tiolence Prevention Programs
loichee Flevendon Flograms
futrition Programs
Tousing Programs
lead Start
ead Start
dult Education
areer and Technical Education
arcol and Technical Education
1 77 ' '
ob Training
ther

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rtl)

Identify the school-based MTSS Leadership Team. The school-based leadership team consists of the principal, assistant principal, school psychologist, guidance counselor, reading coach, ESE specialist, speech therapist, ESE representative and K-5 grade-level representatives.

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

- The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS team functions to address the progress of low performing students to help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.
- Our MTSS Team will be called the Problem Solving Team and will meet twice a month to:
 - Use the MTSS problem solving model to:
 - Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
 - Determine scheduling needs, curriculum and intervention resources
 - o Review/interpret student data (Academic and Behavior)
 - Organize and support systematic data collection.
 - Strengthen the Tier 1 (core curriculum) instruction:
 - Through the implementation of PLCs
 - Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
 - Through the use of Common Assessments given every 6-9 weeks.
 - Through the implementation of research-based, scientifically validated instruction/interventions. This year our RtI team will focus on Differentiated Instruction practices.
- Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.

- Monitor interventions and data assessment in Tier 2 and Tier 3.
- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring
- Coordinate/collaborate with other working committees such as the Reading Leadership Team
- Assist in the implementation and monitoring of the Differentiated Accountability Model
- Identify professional development needs and resources
- Collect and review grade level assessment data and provide feedback regarding data driven instructional planning and goal setting

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

- The chair of the MTSS Leadership Team attends SAC meetings as a PSLT representative.
- The MTSS Leadership Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted during preplanning for the 12 13school year.
- The MTSS Leadership Team worked collaboratively to write the goals included in this School Improvement Plan.
- The School Improvement Plan is the document that guides the work of the MTSS Leadership Team. The large part of the work of the MTSS Leadership Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.

Since one of the main tasks of the MTSS Leadership Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	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 instruction/big ideas.	PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/PSLT
DRA-2	School Generated Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM	Leadership Team/PLCs/ <i>Individual Teachers</i>
	School Generated Database in Excel	
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs(I-Station)	PLCs/Individual Teachers

Describe the plan to train staff on MTSS.
The Leadership Team/will work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.
As the District's MTSS Committee develop(s) resources and staff development trainings on MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing MTSS trainings/support sessions that are offered district-wide. Our school will invite our area MTSS Facilitator to visit as needed to review our progress in implementation of MTSS 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 MTSS as they become available.
Describe plan to support MTSS.

Multi-tiered System of Supports (MTSS) provides high quality instruction and interventions matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings).
- 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)

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

School-Based Literacy Leadership Team
entify the school-based Literacy Leadership Team (LLT).
ne team is comprised of:
 Principal
Assistant Principal for Curriculum
Reading Coach
Reading Teachers
Media Specialist

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 <i>goals and strategies identified</i> 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 Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in						
reading (Level 3-5).			Who			
reading (Ecver 5-5).			WHO_			
		Common core reading strategies	-Principal	Teacher Level	3x per year	
	Common Core Standards.	across all content areas. Reading	-AP	-Teachers reflect on lesson outcomes and use this	- FAIR	
	Teachers'	comprehension	D 1' C 1	knowledge to drive future		
	knowledge of		-Reading Coach	instruction.		
		engaged students		instruction.		
	Training will	grapple with complex.				
		Teachers will			During the Grading Period	
	during the 2012 –	understand how to		PLC Level	Period_	
		select and identify	How			
		complex text and		F	- Common assessments	
		share complex text with all students.	-Reading PLC Log	-Using the individual teacher	(running records, pre,	
		with an stadents.		data, PLCs calculate the	intervention checks)	
				SMART goal data across all	intervention checks)	
				classrooms.		
			PLCS turn their logs			
			into administration			
			monthly.			
			-Administration	-PLCs reflect on lesson		
			1 1	outcomes and data used to		
			through PLCs looking	drive future instruction.		
			for complex text			
			discussion.			
			-Administration shares			
			the positive outcomes			
			observed in PLC			
			meetings on a monthly			
			basis.			

		2013 Expected Level of Performance:*					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 71% to 73%.							
	71%	73%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

2.1. 2.1. 2.1. 2.1. 2.1. 2.1. 2.1. 2.1.
Levels 4 or 5 in reading. Teachers are at varying skill levels with higher order questioning techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading the number of students demonstrating proficiency toward benchmark PSLT Team During the Grading During the Grading During the Grading
The purpose of at varying skill levels with higher order questioning techniques. The purpose of this strategy is to strengthen the core curriculum. Students' reading techniques. The purpose of participation in this strategy is The purpose of this strategy is
at varying skill this strategy is levels with to strengthen the higher order questioning skills will techniques. The purpose of participation in this strategy is levels with to strengthen the higher order core curriculum. The purpose of participation in this strategy is this strategy is levels with the stra
at varying skill this strategy is levels with to strengthen the higher order questioning skills will techniques. The purpose of participation in this strategy is levels with to strengthen the higher order core curriculum. The purpose of participation in this strategy is this strategy is levels with the stra
levels with higher order core curriculum. AP or bi-weekly) progress monitoring of assessment schniques. Skills will improve through The purpose of this strategy is the figure of the core curriculum. Students' reading to be core to determine the number of students the number of students to scores to determine the number of students demonstrating proficiency toward benchmark PLCs - Periodic (weekly or bi-weekly) progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark PAIR FAIR PAIR
higher order core curriculum. questioning Students' reading techniques. skills will improve through The purpose of participation in this strategy is HOT (Higher in the number of students). The purpose of this strategy is the number of students toward benchmark in the number of students toward benchmark. The purpose of this strategy is the number of students toward benchmark in the number of students toward benchmark. The number of students toward benchmark in the number of students toward benchmark.
questioning Students' reading techniques. Skills will simprove through The purpose of this strategy is HOT (Higher students) students' reading Coach scores to determine the number of students demonstrating proficiency toward benchmark toward be
techniques. skills will swill improve through The purpose of participation in this strategy is this strategy is the number of students and the number of students the number of students demonstrating proficiency toward benchmark PSLT Team -Reading Coach scores to determine the number of students demonstrating proficiency toward benchmark -PSLT Team -PSLT Team
improve through The purpose of participation in this strategy is this strategy is the number of students demonstrating proficiency toward benchmark the number of students demonstrating proficiency toward benchmark During the Grading
The purpose of participation in this strategy is this strategy is the purpose of participation in this strategy is the purpose of participation in the purpose
this strategy is HOT (Higher toward benchmark During the Grading During During the Grading During During the Grading During Durin
unis strategy is HOT (Higher
to strengthen order inname.
curriculum. Will analyze data,
Students prantistruction
reading skins pased on data
will improve and include HOT DI CO and all land and entare the
unough questions designed
in <u>not</u> icsson plans.
ment of the state
THINKING James Jam
activities.
Teachers will Action Steps: Administration shares PLC facilitator will share
analyze data, Administration shares PLC facilitator will share plan instruction 1. Teachers will the positive outcomes data with the Problem
pian instruction 1. Teachers with 1. 1. Dr.C.
based on data provide on-going observed in PLC Solving Leadership Team. and include training in HOT at meetings on a monthly The Problem Solving
and include training in 1101 at
HOT questions faculty meetings. Dasis. Leadership Team/Reading Leadership Team will
increase rigor 2. PLCs write -Reading Coach review assessment data
in lesson plans. SMART goals observations and walk- for positive trends at a
based on each nine throughs minimum of once per nine
weeks of material.
(For example, -Administrative walk-
during the first nine throughs looking for
weeks, 75% of the implementation of
students will score strategy with fidelity
an 80% or above and consistency.
on each unit of
instruction.) -Administrator and
Reading Coach
3. As a aggregate the

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

		D C	.11 .41	i	i	i	
		Professional	walk-through data				
		Development	school-wide and				
		activity in their	shares with staff the				
		PLCs, teachers	progress of strategy				
		discuss HOT	implementation				
			implementation.				
		strategies and					
		how they can be					
		implemented in the					
		upcoming lessons.					
		aptoning ressons.					
		4. Teachers					
		implement the					
		targeted higher					
		order questioning					
		strategies in their			l		
		lessons.			l		
		10350113.			l		
		5. Teachers					
		implement					
		the common					
		assessments and					
		bring common					
		assessment data					
		back to the PLCs.	-				
Reading Goal #2:	2012 Current	2013 Expected Level			I		
	Level of	of Performance:*			l		
	Performance:*				l		
					l		
					l		
In grades 3-5, the					I		
percentage of Standard					l		
Curriculum students scoring					l		
					I		
a Level 4 or higher on the					I		
2013 FCAT Reading will					l		
increase from 48% to 50%.					I		
	4007	700 /					
	48%	50%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
						<u> </u>	

		h a	h a	h a	h a	h a	1
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier						
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of			fidelity be monitored?	data be used to determine the			
improvement for the following			ridenty be monitored:	effectiveness of strategy?			
group:				effectiveness of strategy.			
3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.		
		[· · ·			[· · ·		
students making Learning		I	Dutantant				
Gains in reading.	Limited time and materials	Incorporate Kagan Strategies in all	Principal		3x per year		
	for explicit	instructional areas.		Classroom Informal			
	instruction of	mon actional areas.	-AP	Evaluations, Formal	- FAIR	ĺ	
1	higher order	ĺ	L	Observations, Lesson Plans		ĺ	
	thinking skills.		-Reading Coach	Costi valiono, Etosoni i lano			
			-Peer Evaluator				
					During the Grading		
					Period		
					renod		
					- Common assessments		
					(running records, pre,		
					post, mid, unit, and		
					intervention checks)		
						ĺ	
		ĺ				ĺ	
						ĺ	
1		ĺ				ĺ	
		ĺ				ĺ	
		ĺ				ĺ	
						l	
						ĺ	
						ĺ	

	Level of Performance:*	2013 Expected Level of Performance:*					
	70	72					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

	1	T	l	1		1
4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	1
students in Lowest 25%						1
making learning gains in						
reading.	D:00 1	75 1 211	****	DI GI		
		Teachers will collaborate during	<u>Who</u>	PLC Logs	3x per year	
	instruction		D 1' C 1		EAID	1
	not being	monthly to	-Reading Coach		- FAIR	
	provided daily	share effective	l an			
	for individual students'	unicicintating	-AP			
	needs.	instruction strategies.	-Principal			1
	needs.		Frincipai			
			-Teacher		During the Grading	1
		Action Steps	- I cacher		<u>Period</u>	1
						1
		1. Through data			- Common assessments	1
			How		(running records, pre,	1
		FAIR, baseline			post, mid, unit, and	1
		data, classroom	-PLC notes turned		intervention checks)	1
		assessments	into administration.			1
			Administration			1
		performance,	provides feedback.			1
		PLCs identify				1
		essential tested	-Classroom walk-			1
			through observing this			1
		their students that	strategy.			1
		need reinforcement	l			1
		and/or remediation.	-Evidence of strategy			1
			in teachers' lesson			1
			plans seen during			1
			administration walk-			
		development	through.			
		of rigorous				
		core curriculum				1
		common				1
		assessments				1
						1
		3. Plan for				1
		interventions and				1
		the intentional				1
		grouping of the				
		students.				1
						1
						1

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

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 72 points to 75 Points.							
	72	75					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

Based on Ambitious but Achievable Annual Measurable	ļ	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Objectives (AMOs), Reading and Math Performance Target							
5. Ambitious but Achievable Annual							
Measurable Objectives							
(AMOs). In six year school will reduce their							
achievement gap by 50%.							
Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black,	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.		
Hispanic, Asian, American	White:	Soo					
Indian) not making satisfactory progress in	Black:	266					
reading.	Hispanic:	See Goals					
	Asian:	1 2 2					
	American Indian:	1, 2, 3,					
		& 4					

Reading Goal #5A:	2012 Current	2013 Expected Level	l		
Reading Goal #3A.	Level of	of Performance:*			
	Performance:*	or refrommance.			
The percentage of White_					
students scoring proficient/					
satisfactory on the 2013 FCAT					
EAA Danding will in an and					
FAA Reading will increase					
from 78% to 80%.					
The percentage of Hispanic					
students seeming proficient/					
students scoring proficient/	l .				
satisfactory on the 2013 FCAT					
FAA Reading will increase					
from 61% to 65%.					
	White:78%	White: 80%			
	1,1110.7070	17 III C. 00 / 0			
	Black	Black:			
	Hispanic:	Hispanic:65%			
	c 10/	mapanic.05/0			
	61%				
		Asian:			
	Asian:				
		American Indian:			
		iniciali.			
	American				
	Indian:				

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

	l	5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.2.	3A.2	5A.2	JA.2	DA.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:	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		
5B. Economically Disadvantaged students not making satisfactory progress in reading.		See Goals 1, 2, 3, & 4	5B.1.	5B.1.	5B.1.		

Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 58% to 62%.		2013 Expected Level of Performance:*					
	58%	62%					
					5B.2.	5B.2.	
						5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

5C. English Language	1.1.	1.1.	1.1.	1.1.	5C.1.	
Learners (ELL) not						
making satisfactory						
progress in reading.						
progress in reading.				Analyze core curriculum and	l3x per year	
	-Lack of	LYB & LYC)		district level assessments		
		comprehension		for ELL students. Correlate	- FAIR	
		of course content/		to accommodations to		
		standards improves through		determine the most effective approach for individual		
	Г	participation in		students		
		the following	reaction			
		day-to-day			During the Grading	
		accommodations			<u>Period</u>	
	-Bilingual	on core content and	<u>How</u>		- Common assessments	
		district assessments			(running records, pre,	
	Paraprofe ssionals at		-Administrative		post, mid, unit, and	
		LA, Math, Science,			intervention checks)	
	of expertise	and Social Studies:	walk-through			
	_	Extended time				
	support.	(lesson and				
	1	assessments)				
		2. Small group				
		testing				
		3. Para support				
		(lesson and				
		assessments)				
		4. Use of				
		heritage				
		language				
		dictionary				
		(lesson and				
		assessments)				
			l	ĺ		

Reading Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 42% to 48%.	2012 Current Level of Performance.*	2013 Expected Level of Performance:*					
	42%	48%					
	_	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

5D. Students with	D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not						
making satisfactory						
progress in reading.		<u>Strategy</u>		Teacher Level	3x per year	
pr a s or str pr re; go of IE the	leed to rovide school rganization tructure and rocedure for egular and oncoing review f students' EPs by both he general ducation and SE teacher.	SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year,	Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed	-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher	- FAIR During the Grading Period - Common assessments (running records, pre,	

Reading Goal #5D:		2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
The percentage of SWD							
scoring proficient/satisfactory							
on the 2013 FCAT/FAA							
Reading will increase from							
51% to 56%.							
	51%	56%					
	D1 /0	50 /0					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		DD.2.	DD.2.	DD.2.	DD.2.	оD.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Student Engagement	K - 5	PLC Facilitators	School-wide	-PLCs: On-going	Classroom walk-through	Administration Team
				-Demonstration Classrooms		
				-Book Study on <i>The Energy Bus</i>		
ELL Strategies	K-5	English Language Learner Resourc Teacher (ERT)	PLC Meetings	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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

1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	-Lack of Planning time -Lack of materials	achievements improve through the use of hands on activities to implement the Common Core State Standards. Action Steps -PLCs use their core curriculum information to learn more about hands-on activities.	- Principal -Assistant Principal How Monitored -PLCS turn their logs into administration monthly. -PLCs receive feedback	PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	
Mathematics Goal #1: In grades 3-5, the percentage of	2012 Current Level of Performance:*	2013 Expected Level of Performance·*				
Standard Curriculum Students scoring a Level 3 or higher on the 2012 FCAT math will increase from 64% to 67%.						

64%	67%			

li a	1 2	1. 2	L	1.0	1
1.2.	1.2.	1.2.	1.2.	1.2.	
Teach	hers are Students' math	-PLCS turn their logs into	DI G 311 1 1 1	Core Curriculum Assessments	
at var	rying skill achievement improve	s administration and/or coach	PLCs will review unit		
	s with higher through frequent	after a unit of instruction is	assessments and chart the	(pre, mid, end of unit, chapter,	
	r questioning participation in higher		increase in the number of	interventions etc.)	
	niques. order questions/		students reaching at least	interventions etc.)	
	discussion activities	-PLCs receive feedback on	75% mastery on units of		
DI C	c meetings to deepen and extend	their	instruction.		
	to focus on student knowledge.	then			
	tifying and These quality	Logs			
		Logs.			
	ng higher questions/prompts and		PLC facilitator will share		
	r questions to discussion techniques		data with the Problem		
	ver during the promotes thinking		Solving Leadership		
lessor			Team. The Problem		
	them to arrive at new		Solving Leadership Team		
	understandings of		will review assessment		
	complex material.				
			data for positive trends.		
	Actions/Details				
	Within PLCs				
	,, w 1 2 cs				
	-Teachers work to				
	improve upon both				
	individually and				
	collectively, the abilit				
	to effectively use	y			
	higher order question	5/			
	activities.				
	l				
	-Teachers plan higher				
	order questions/				
	activities for upcoming	g			
	lessons to increase				
	the lessons' rigor				
	and promote student				
	achievement.				
	-Teachers plan for				
	scaffolding questions				

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

4 41 . 141 4		
and activities to meet the differentiated needs		
Life differentiated needs		
of students.		
-Use student		
data to identify		
successful higher		
order questioning		
techniques for future		
implementation.		
During the lessons,		
teachers:		
-Ask questions and/		
or provides activities		
that require students		
to engage in frequent		
higher order thinking.		
-Have students describe		
how they arrive at an		
answer.		
uno wor.		
-Encourage discussion		
by using open ended		
questions.		
-Scaffold questions		
to help students with		
incorrect answers.		
-Engage all students		
-Dilgage all students		

			in the discussion and ensure that all voices are heard.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy	3	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in						
mathematics.						
	See					
	See Goal					
	s 1 &					
	2					

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 37% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	37%	39%					
	(128)	(135)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

DOMEST OF THE	3.1.	h 1	3.1.	3.1.	3.1.	
	5.1.	3.1.	5.1.	5.1.	5.1.	
students making learning						
gains in mathematics.						
			Who	PLC logs will determine if	Core Curriculum	
		Using the		CMADT 1 h h	Assessments	
	PLCs struggle	backwards design	-Principal		a tobedomento	
	with how	model for units of instruction,			(pre, mid, end of unit,	
	to structure	teachers focus on	-AP		chapter, interventions	
	data analysis	the following four	DI C F Water		etc.)	
	discussion to	questions:	-PLC Facilitators			
	deepen their					
	leaning.	1. What is it we				
		expect them to	<u>How</u>			
		learn?	DI GG			
		2. How will we	PLCS turn their logs			
			into administration monthly.			
		have learned	monuny.			
		it?	-PLCs receive feedback			
			on their logs.			
		3. How will we				
		respond if	-Administrators attend			
		they don't learn?	targeted PLC meetings.			
		leam?	-Progress of PLCs			
		4. How will we	discussed at Leadership			
		respond if	Team			
		they already				
		know it?	-Administrative walk-			
			throughs looking for			
			implementation of			
			strategy with fidelity			
			and consistency.			
		Actions Prior to the Lesson Teachers will:				
		Lesson reachers will:	†			
			-Administration shares			
		Assessments	the data of PLC visits			
			with staff on a monthly			
			basis.			
		Complete Backward				
		Lesson Plan template				

Points earned from students making learning gains on the 2013 FCAT Math will increase from 77 points to 79 points.	Level of Performance:*	2013 Expected Level of Performance:*					
	77 pts	79 pts					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

students in Lowest 25% making learning gains in	of academic performance.	4.1. Students will receive daily intensive remedial instruction from their teacher, while students of average and above average abilities participate in enrichment activities.	Teachers' PLC logs will be reviewed by Administration on an ongoing basis to determine effectiveness of instruction.	Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	4.1. Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	
Points earned from students in lowest 25% making learning gains on the 2013 FCAT Math will increase from 65 points to 68 points.	2012 Current Level of Performance:* 65 pts	2013 Expected Level of Performance.* 68 pts				

		4.2.	4.2.	4.2.	4.2.	4.2.	
		additional time for	Program to receive additional academic	Teachers' PLC logs will be reviewed by an Administrator on an ongoing basis to determine effectiveness of instruction.	Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.	Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	
		4.3	4.3.	4.3.	4.3.	4.3.	
		Difficulty allotting additional time for small group and	built into the Master schedule to allow for MTSS time. The purpose of this time is to remediate and enrich students based	Teachers' PLC logs will be reviewed by an Administrator on an ongoing basis to determine effectiveness of instruction.	-Administrative walk- throughs looking for implementation of strategy with fidelity and consistency.	Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		,	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	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%.							
Math Goal #5:							

5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black,						
Hispanic, Asian, American	Lack of common	Plan and provide			Core Curriculum	
Indian) not making	planning time	targeted interventions			Assessments	
satisfactory progress in		for each targeted subgroup student	-Principal	increase in the number of		
mathematics		to improve student	A.D.		(pre, mid, end of unit,	
		achievement.	-AP		chapter, interventions etc.)	
			-PLC Facilitators	units of instruction.	eic.)	
			-1 LC 1 dellitators			
				PLC facilitator will share		
			<u>How</u>	data with the Problem		
				Solving Leadership Team.		
			into administration	The Problem Solving Leadership Team will		
			monthly.	review assessment data for		
			-	positive trends.		
			-PLCs receive feedback			
			on their logs.			
			-Administrators attend			
			targeted PLC meetings.			
			ungeted i De meetings.			
			-Progress of PLCs			
			discussed at Leadership			
			Team			
			A 4ii			
			-Administration shares the data of PLC visits			
			with staff on a monthly			
			basis.			

Mathematics Goal #5A:	2012 Current Level of	2013 Expected Level of Performance:*			
The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT. FAA Math will increase from 68% to 71%.	Performance:*	or remonitance.			
The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT FAA Math will increase from 50% to 55%.					
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT. FAA Math will increase from 60% to 64%.	,				

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

White:68%	White:71%					
Black: 50%	Black:55%					
Hispanic:60%						
mspanic.0076	1115pame.0476					
Asian:	Asian:					
Indian:	American Indian:					
	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		Differentiate instruction to meet all learners' needs.		assessments and chart the	Core Curriculum Assessments	
	Lack of time to analyze data and				(pre, mid, end of unit, chapter, interventions etc.)	
	apply differentiated instructional		-Principal	reaching at least 75%	interventions etc.)	
	strategies			mastery on units of instruction.		
			-PLC Facilitators			
			T.T	PLC facilitator will share data with the Problem Solving Leadership		
			PLCS turn their logs into	Team. The Problem Solving Leadership Team will review assessment		
			-PLCs receive feedback on their logs.	data for positive trends.		
			-Administrators attend targeted PLC meetings.			
			-Progress of PLCs discussed at Leadership Team			
			-Administration shares the data of PLC visits with staff on a monthly basis.			

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

			la a	In	To a contract of the contract	In	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
	See Goal						
	5A.1						
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 57% to 61%.							

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

	57%	61%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
and define areas in need of improvement for the following subgroup:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1.	5C.1.	5C.1.	5C.1.	
	See					
	See Goal					
	5A.1					

Mathematics Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%.	Level of Performance:*	2013 Expected Level of Performance:*					
	42%	48%					
					5C.2.	5C.2.	
		5C.3.			5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not	[[[]	
making satisfactory		Strategy:	Who	PLCs will review unit	2-3x Per Year	
progress in mathematics.		onategy.	WIIO	assessments and chart the	2-5x TCl TCal	
progress in mathematics.	Collecting data	Strategy	Principal, Site		3x per year	
	with fidelity			SWD students reaching at	The second secon	
		SWDs math skills	Assistance Principal	least 80% mastery on units	Go Math Chapter Tests	
	-Understanding			of instruction.	1	
	data and the	by connecting				
	students'	individual needs				
	disability	to instruction as	<u>How</u>		During the nine weeks	
	to make	outlined in the IEP.		PLC facilitator will share		
	instructional			data with the Problem	- Unit assessments for	
	decisions				SWD students	
	-For general	Actions Steps	Administration	The Problem Solving		
	education	renons siebs		Leadership Team/Math Committee will review		
	teachers,	1. General Ed. and/		assessment data for positive		
	understanding	or SWD teachers		trends at a minimum of once		
	the IEP and	will familiarizing		per nine weeks		
	instructional	themselves with		per fiffic weeks		
	accommodatio	each student's				
	ns	IEP goals,				
		strategies and				
	-Teachers at	accommodations.				
	varying skill					
	levels	2. Every nine				
	T1 . C	weeks the General				
	-Lack of common	Ed and/or SWD teacher reviews				
	planning time	students' IEPs				
	planning time	to ensure that				
		all students'				
		IEP goals,				
		strategies and				
		accommodations				
		are being				
		implemented with				
		fidelity.				
		3. Using student				
		data, every nine				
		weeks (along with				
		the report card)				
		SWD students				

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IFP goals and strinegies. 5. As a Professional Development activity in their PLCs, teachers discussing implementation of IFP strategies and modifications. 7. PLC teachers instruct students implementing IFP strategies and accommodations. 7. At the end of the unit, teachers give a comman sessionment sessionment sessionment sessionment discussing in the strategies and accommodations. 8. Teachers bring Sessionment Session				
m individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IPP goals and strategies. 6. As a Professional Development activity in their PICs, leachers discussing implementation of IPP strategies and modifications. 7. PIC teachers instruct students implementing IPP strategies and commoditions. 7. At the end of the unit, leachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment Idata back to the PICs. 9. Based on the tiats, leachers fiscuss techniques that were effective		will receive		
Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 6. As a Professional Development activity in their PLCs, teachers implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs, PLCs backers give a common basessment data back to the PLCs, PLC teachers give a common basessment data back to the PLCs, PLC teachers give a common basessment data back to the PLCs, PLC teachers discuss teaching strategies and accommonabactorial. 8. Teachers bring SWD assessment data back to the PLCs, PLC teachers discuss teachingues that were effective		an Individual		
Progress Report to inform parents of the students' progress toward mastering their tEP goals and strategies. 6. As a Professional Development activity in their PLCs, teachers discussing implementation of tEP strategies and modifications. 7. PLC teachers instruct students implementing tEP strategies and accommodations, 7. At the end of the unit, teachers give a common electrified from the core curriculum material. 8. Feachers bring SWD assessment data box to the PLCs. 9. Based on the data, teachers discuss techniques dates teachers discuss techniques dent teachers discuss tea				
o inform parents of the students' progress toward mastering their IEP goals and strategies. 6. As a Professional Development activity in their Pf Cs, teachers discussing mplementation of IEP strategies and modifications. 7. Pf C teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment dentified from the core curriculum material. 8. Teachers bring SWD assessment that back to the Pf Cs. 9. Based on the lata, teachers discuss techniques		Education Fian		
of the students' progress toward mastering their IEP goals and strategies. 6. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommoditions. 7. At the end of the unit, teachers give a common identified from the core curriculum material. 8. Teachers bring SWD assessment that a back to the PLCs. 9. Based on the ddata, teachers discuss techniques that were effective		Progress Report		
mustering their IEP goals and strategies. 5. As a Professional Development activity in their PICs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment dentified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		to inform parents		
mustering their IEP goals and strategies. 5. As a Professional Development activity in their PICs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IFP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment dentified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		of the students'		
mastering their IEP goals and strategies. 6. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment dentified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
EF goals and strategies. 6. As a Professional Development activity in their PLCs, teachers discussing implementation of IFF strategies and modifications. 7. PLC teachers instruct students implementing IEF strategies and accommodations. 7. At the end of the unit, teachers give a common assessment dentified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		no at anim a 41 ain		
strategies. 6. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IFP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		mastering their		
6. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
6. As a Professional Development activity in their PLCs, teachers discussing implementation of IFP strategies and modifications. 7. PLC teachers instruct students implementing IFP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum muterial. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		strategies.		
Professional Development netivity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment tata back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
Professional Development netivity in their PLCs, teachers discussing implementation of IEF strategies and modifications. 7. PLC teachers instruct students implementing IEF strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment tata back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		6 As a		
Development netrivity in their PLCs, teachers discussing implementation of IFP strategies and modifications. 7. PLC teachers instruct students implementing IFP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment idra back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective the strategies and the core statement in the strategies and the data, teachers discuss techniques that were effective the strategies and the data, teachers discuss techniques that were effective the strategies and the data, teachers discuss techniques that were effective the strategies and the data, teachers discuss techniques the strategies are strategies and the data, teachers discuss techniques the strategies and the data teachers discuss techniques the strategies and the data teachers discuss techniques the strategies and the		Day Carriage 1		
activity in their PLCs, teachers discussing implementation of IEF strategies and modifications. 7. PLC teachers instruct students implementing IEF strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		Professional		
PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
PLCs, teachers discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		activity in their		
discussing implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective.	1	PLCs, teachers		
implementation of IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective to the public of the pu		discussing		
IEP strategies and modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective to the strategies and modifications.	1	implementation of		
modifications. 7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers tiscuss techniques that were effective		implementation of		
7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		IEP strategies and		
7. PLC teachers instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		modifications.		
instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		1		
instruct students implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		7 PLC teachers		
implementing IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
IEP strategies and accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		implementing		
accommodations. 7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		IEP strategies and		
7. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		accommodations.		
the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
the unit, teachers give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		7 4444 1 - 5		
give a common assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		/. At the end of		
assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		the unit, teachers		
assessment identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		give a common		
identified from the core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		assessment		
core curriculum material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective				
material. 8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		aara aurriaulum		
8. Teachers bring SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		core curriculum		
SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		material.		
SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		1		
SWD assessment data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		8. Teachers bring		
data back to the PLCs. 9. Based on the data, teachers discuss techniques that were effective		SWD assessment		
PLCs. 9. Based on the data, teachers discuss techniques that were effective	1	data hash to the		
9. Based on the data, teachers discuss techniques that were effective	1	uata back to the		
data, teachers discuss techniques that were effective		PLCs.		
data, teachers discuss techniques that were effective		1		
data, teachers discuss techniques that were effective		9. Based on the		
discuss techniques that were effective		data teachers		
that were effective		diament de la inserie		
that were effective		uiscuss tecnniques		
1 10 000000 1 1 1	1	that were effective		
for SWD students.	1	for SWD students.		

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

Mathematics Coal #5D:		10. Based on the data, teachers decide what skills need to retaught to targeted students using DI techniques. 11. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 12. PLCs record their work in logs.			
The percentage of Students with Disabilities students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 51% to53%.	Level of Performance:*	of Performance:*			
	51%	53%			

ſ		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
ſ		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

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

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

PLC activity. 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)		
Higher Order Thinking	K-5	PLC facilitators	Math	-PLCs: On-going	Classroom walk-throughs	Administration Team
				-Demonstration Classrooms	Optional peer teacher observations	
Differentiated Instruction	K-5	PLC facilitators	Math	-PLCs: On-going	Classroom walk-throughs	Administration Team
				-Demonstration		
Identification of common assessments	K-5		Math	PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC facilitators				

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

IEP Accommodations K-5 and Modifications

Math

PLCs: On-going

Classroom walk-throughs

Administration Team

PLC facilitators

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1 ECATION CO. 1	h 1	II 1	l _{1 1}	I _{1 1}	1 1	T
1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient (Level	N. 16	TT1 6		Dr. G. III. III.	G G : 1	
3-5) in science.	Need for additional hands-	The purpose of			Core Curriculum	
	on inquiry based	this strategy is	Who	assessments and chart the increase in the number of	Assessments	
	activities.	to strengthen the core	· · · · · · · · · · · · · · · · · · ·	students reaching at least	(pre, mid, end of unit,	
		curriculum.	-Principal		chapter, interventions	
		Students			etc.)	
		will develop	-Assistant Principal	mstruction.	cic.)	
		problem-				
		solving and	-Teacher			
		creative		PLC facilitator will share		
		thinking		data with the Problem		
		skills while	L	Solving Leadership Team.		
		constructing	<u>How</u>	The Problem Solving		
		new	DI C matan truma a d	Leadership Team will review		
		knowledge. To	-PLC notes turned into administration.	assessment data for positive		
			Administration provides	trends.		
		5041, 50101100	feedback.			
		teachers will increase the	recuback.			
		number of	-Classroom walk-through			
		inquiry based	observing this strategy.			
		instruction				
		(such as	-Evidence of strategy in			
		student	teachers' lesson plans			
		engagement,	seen during administration			
		explore time,	walk-through.			
		accountable				
		talk and				
		higher order				
		questioning)				
		per unit of				
		instruction.				
		Action Steps				
		Terroir Steps				
		L				
		 Teachers 				
		will attend				
		District Science	1			
		training				

	and share		
I	information		
	with their		
	with their		
	PLCs.		
	2. As a		
	Professional		
	Davidamiant		
	Development		
	activity in their		
	PLCs, teachers		
	spend time		
	sharing, and		
	researching,		
	iesearching,		
 	inquiry based		
 	instruction		
 	strategies.		
 			
I	3. PLC teachers		
	instruct		
	instruct		
	students		
	using the core		
	curriculum and		
	inquiry based		
	instruction		
	strategies.		
	strategies.		
	4 D 1 11		
	4. Based on the		
	data, teachers		
	discuss		
 	inquiry based		
I	instruction		
I	strategies that		
	ware affective		
	were effective.		
I	5. Based on the		
 	data, teachers		
 	discuss		
I	inquiry based		
I	instruction		
	strategies that		
	were effective.		

	2012 G	2012 5			
	Level of	2013 Expected Level of Performance:*			
In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 70% to 72%.					
	70%	72%			

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

1.2.	1.2.	1.2.	1.2.	1.2.	
1.2.	1.2.	1.2.	1.2.	1.2.	
		<u>Who</u>			
	strategy is to strengthen the core curriculum.	Duin in al	PLCs will review unit	Core Curriculum Assessments	
	Students' math skills will	-Principal	assessments and chart	Core Curriculum Assessments	
	improve through teachers	-Assistant Principal	the increase in the	(pre, mid, end of unit, chapter,	
	using the <u>FCIM</u> strategy		number of students reaching at least 75%	interventions etc.)	
	on identified tested benchmarks	-Teacher	mastery on units of		
	ochemiarks		instruction.		
		[
	Action Steps	<u>How</u>			
		-PLC notes turned	PLC facilitator will		
		into administration.	share data with the		
		Administration provides feedback.	Problem Solving Leadership Team.		
	and student performance,	reedback.	The Problem Solving		
	PLCs identify essential	-Classroom walk-through	Leadership Team will		
		observing this strategy.	review assessment data for positive		
	their students that need reinforcement and/or	-Evidence of strategy in	trends.		
	remediation.	teachers' lesson plans seen			
		during administration walk-			
	2. Teachers bring assessment data back to	through.			
	the PLCs.				
	3. As a Professional Development activity in				
	their PLCs, teachers use				
	the mini assessment data				
	and classroom assessments to adjust the timeline/				
	calendar.				
	 				

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

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	Τ
	2.1.	2.1.	2.1.	2.1.	2.1.	1
scoring Achievement		G		D. G. 111		
Levels 4 or 5 in science.				PLCs will review unit		
		1 – The		assessments and chart the	G G : 1	
		purpose of this		increase in the number of	Core Curriculum	
		strategy is to			Assessments	1
		-		75% mastery on units of instruction.	(pre, mid, end of unit,	
	Lack of	core curriculum.	AP		chapter, interventions	1
	common	Students will	Ar		etc.)	1
	planning time	develop	PLC Facilitator		cic.)	1
	to develop/	problem-		PLC facilitator will share		
	identify	solving and		data with the Problem		1
	PLC based	creative		Solving Leadership Team.		1
	mini lessons	thinking skills		The Problem Solving		1
	and mini assessments	while		Leadership Team will review		
	(using	constructing	How	assessment data for positive		
	curriculum	new		trends.		
	based	knowledge.	1. Evidence of strategy			1
	materials)	To achieve this	in teachers' lesson plans			1
	geared toward	goal, science	seen during administration			
	on-going	teachers will	walk-through.			
	progress	increase the				
	monitoring.	number of				
	,	inquiry based				
	- Lack of		2.PLC notes			
	common	(such as				
	planning time	student				
		engagement,				
	lesson data.	explore time,				
		accountable				
		talk and higher order				
		questioning)				
		per unit of				
		instruction.				
		mon uchon.		ĺ		
				ĺ		
				ĺ		
				ĺ		
				ĺ		
				ĺ		
				ĺ		
		Action Steps		ĺ		
				ĺ		

1. Through		
data analysis of		
FCAT, baseline		
data, classroom		
assessments		
and student		
and student		
performance,		
PLCs identify		
essential tested		
benchmarks for		
their students		
that need		
reinforcement		
and/or		
remediation.		
2. Teachers		
bring		
assessment		
data back to the		
PLCs.		
i LCs.		
3 <u>.</u> As a		
D. As a		
Professional		
Development		
activity in their		
PLCs, teachers		
use the mini		
assessment data		
and classroom		
assessments		
to adjust the		
timeline/		
calendar.		

Serence Sour was	<u>Level of</u> <u>Performance:*</u>	2013Expected Level of Performance:*					
	32%	34%					
					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.

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader	sensor wide)	meetings)		
Ongoing Science Investigations	K - 5	PLC facilitators	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
Ü				-Demonstration Classrooms		
Student Engagement	K-5	PLC facilitators	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
				-Demonstration Classrooms		
Higher Order Thinking	K-5	:	Science	-PLCs: On-going	Classroom walk-throughs	Administration Team
		PLC facilitators		-Demonstration Classrooms		

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	•		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

	T	T	1	I		
1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
	-Not all teachers	Strategy	Who_		C4 1 4	
in writing.	know how to				-Student monthly	
in writing.		Students' use of	Principal		demand writes/	
	writing lessons	mode-specific	i imeipui		formative assessments	
	with a focus	writing will	Assistant Principal			
	on mode-based	improve through	r issistant i inicipai		-Student daily drafts	
		use of Writers'				
	writing.				-Student revisions	
		Workshop/daily	How Monitored	Dr. G.1		
	-Not all teachers	instruction with	110 W 11101111011	-PLC logs	-Student portfolios	
	know how to	a focus on mode-	-PLC logs			
	review student	specific writing.	FI LC logs	-Classroom walk-throughs		
	writing to		Classes and smalle thereasely			
	determine trends		-Classroom walk-throughs	Observation Form		
	and needs in		01 (: F	<u> </u>	1	
	order to drive	Action Steps	Observation Form			
	instruction.					
	instruction.	-Based on				
	-All teachers	baseline data,				
	need training to	PLCs write				
	score student	SMART goals				
	writing accurately					
		Period. (For				
		example, during				
	using information					
	provided by the	Period, 50%				
	state.	of the students				
		will score 4.0 or				
		above on the end-				
		of-the Grading				
		Period writing				
		prompt.)				
		r · r · · ·				
		Plan:				
		<u> </u>		ĺ	1	
		-Professional				
		Development for		ĺ	1	
		updated rubric				
		courses		ĺ		
		-Training to		ĺ		
		facilitate data-				

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

		driven PLCs			
		directifics			
		-Using data			
		to identify			
		trends and drive			
		instruction			
		<i>Do</i> :			
		-Daily/ongoing			
		models and			
		application of			
		appropriate			
		mode-specific			
		writing based on teaching points			
		teaching points			
		-Daily/ongoing			
		conferencing			
Writing/LA Goal #1:	2012 Current Level	2013 Expected			
Writing/LA Goal #1:	of Performance:*	Level of			
		Performance:*			
In grades 4, the					
percentage of All					
Curriculum students					
scoring a Level 3 or					
higher on the 2013					
FCAT Writing will					
increase from 92% to					
94%.					
		I			

92%	94%					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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

PD Content /Topic Subject

2 - 5

Grade Level/

PD Facilitator

PD Participants

PLC facilitators Language Arts Teachers

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)

> PLC logs turned into administration Principal

> > Assistant Principal

Writing Holistic Scoring Training

PLC Facilitators

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013 On-going

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	o.		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Attendance	attend school at the goal rate	for students that	Counselor and Social Worker.	Percent attendance will be calculated each 9 weeks as well as a list of all students with perfect attendance for that grading period.	1.1. Instructional Planning Tool Attendance/ Tardy data	

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

Attendance Goal #1: The attendance rate will increase from 95.65% in 2011-2012 to 96% in	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*			
The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease from 63 in					
2011-2012 to 58 in 2012-2013. The number of students who have 10)				
or more <u>unexcused</u> tardies to school throughout the school year will decrease from 152 in 2011-2012 to 143 in 2012-2013.					
	95.65%	060/			

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

Number of Students with Excessive Absences	2013 Expected Number of Students with Excessive Absences (10 or more)					
63	58					
Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
152	143					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

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

End of Attendance Goals

Suspension Goal(s)

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

1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.	
	Students with two or more suspensions are more likely to	implemented to support students who receive two or	Social Worker PSLT	Guidance Counselor and Social worker will work with PSLT review suspension data and determine the percent of student with two or more suspensions. The Team will review suspension data biweekly and report progress to PSLT monthly.		

G : C 1 //1	2012 Total Number	2013 Expected			
Suspension Goal #1:	of	Number of			
	01	ranioer or			
	<u>In –School</u>	In- School			
	Suspensions	Suspensions			
The total number					
of In-School					
Suspensions will					
decrease from 4 in					
2011-2012 to 3 in					
2011-2012 to 3 m 2012- 2013.					
2012-2013.					
The total number					
of students					
receiving In-School					
Suspension will					
decrease from 4 in					
2011-2012 to 3 in					
2012-2013.					
2012 2013.					
The total number of					
Out-of-Suspensions					
(including ATOSS)					
will decrease from 6					
in 2011-2012 to 5 in					
2012-2013.					
2012 2013.					
The total number of					
students receiving					
Out-of-School					
Suspension will					
decrease from 5 in					
2011-2012 to 4 in					
2012- 2013.					
2012-2013.					

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

4		3					
of St	tudents 1	2013 Expected Number of Students Suspended					
In-So	<u>School</u> I	In —School					
4		3					
Out-	of-School pensions	2013 Expected Number of					
	<u>(</u>	Out-of-School Suspensions					
6		5					
of St	tudents 1	2013 Expected Number of Students Suspended					
Out-	- of- School	Out- of-School_					
5	4	4					
	1	1.2.	1.2.	1.2.	1.2.	1.2.	
	1	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

Community (PLC) or PD Activity

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

Grade Level/ Subject PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

1 5	1.1.	1.1.	1.1.	1.1.	1.1.	T	
1. Dropout	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dramaut Dravantian							
Dropout Prevention Goal #1:							
Goal #1:							
*Please refer to the							
percentage of students							
who dropped out							
who dropped out							
during the 2011-2012							
school year.							
	2012 Current	2013 Expected					
	Dropout Rate:*	2013 Expected Dropout Rate:*					
1							
N/A							
μ ν / 🕰							
	2012 Current	2013 Expected					
	Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1					

Dropout Prevention Professional Development

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013 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)

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement	Problem-			
Goal(s)	solving			
	Process			
	to Parent			
	Involveme			
	nt			

Based on the analysis of parent	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation	
involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Barrier		Who and how will the fidelity be monitored?		Tool	
1. Parent Involvement	1.1.	1.1.	1.1.	1.1	1.1.	
Parent Involvement Goal #1:	ng up for Liste rv Par ents ch ecki	Increase the opportunities of school events being shared with the parents through the use of school/classroom websites and Listerv	of parents signed up for	Increased satisfaction as measured by the SCIP survey.		
Based on the School Climate and Perception Survey for Parents, the percentage of parents who strongly agree with the indicators under Communication will increase from 62% to 65% in 2013.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				

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

	62%	65%					
	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	
	enrichment opportunities such as peer mediators, ensemble, chorus, KIDS crew, and safety patrol, fairy tale bowl, Battle of the Books, Math	awareness of enrichments opportunities by writing article in the school newsletter making parents aware of the many enrichment opportunities at our school.	Newsletter article	SCIP			
		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt						

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal #2:	2012 Current	2013 Expected					
	level of Parent	level of Parent Involvement:*					
				2.1.		2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

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)

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

1. Health and Fitness	1.1.	1.1	1.1.	1.1.	1.1.		
Goal							
	Lack of Time	Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	Principal	Classroom walk-through Class schedules	Pacer for assessing aerobic capacity and cardiovascular health		
	2012 (2012					
Health and Fitness Goal #1:	Level :*	2013 Expected Level :*					
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 75% to 85%.							
	75%	85%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

2012-2013 School Impr	ovement Plan (SIP)-Form SIP-1
-----------------------	-------------------	--------------

ſ		1.3.	1.3.	1.3.	1.3.	1.3.	
-							

Health and Fitness Goals Professional Development

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

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

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

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

Continuous Improvement Goal(s)

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

	Problem-			
Additional Coal(s)	Solving			
Additional Goal(s)	Process to			
	Increase			

	Student Achieveme nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
1. Continuous Improvement Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
	update events	SAC, Administrators, and teachers will utilize phone link, web pages, Ed- Line, school marquee, PTA newsletter to increase information about school events	on school website	Administration and SAC will regular check different medians for content and updates.	School Climate and Perception Survey	

Goal #1: The percentage of parents who strongly agree with the indicator under	2012 Current Level :*	2013 Expected Level :*					
Communication- # 10 Information about how the school is doing (e.g., school grades, new staff, projects) is shared with me, on the School Climate and Perception Survey for Parents will increase from 47% in 2012 to 50% in 2013.							
	47%	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional
Development
(PD) aligned with
Strategies through
Hillsborough 2012
Rule 6A-1.099811
Revised April 18, 2013

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/

rade Level/ PD Facilitator Subject

tor PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

PLC Leader

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

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

	_					
A. Florida	A.1.	A.1.	A.1.	A.1.	A.1.	
Alternate						
Assessment:		١۵				
Students scoring		See				
proficient in						
reading (Levels 4-		Rea				
9).						
		ding				
		MIII S				
		ding Goal				
		Guai				
		5 d				
		Du				
Reading Goal A:	2012 Current	2013 Expected				
	Level of Performance:*	Level of Performance:*				
The percentage of	r criormanee.	r criormanec.				
students scoring a						
Level 4 or higher on						
the 2013 FAA will						
maintain or increase						
by 1%.						
	NT/A					
	N/A					

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

			A.2.		A.2.	
B. Florida	B.1.		A.3. B.1.	A.3. B.1.	A.3.	
Alternate Assessment: Percentage of students making Learning Gains in reading.		See Rea ding Goal 5d				

Reading Goal B: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
						B.2.	
		В.3.	В.3.	В.3.	В.3.	В.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving			
	Process to Increase			
	Language Acquisition			

Students speak in English and	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
understand spoken English at grade level in a manner similar to non-			Who and how will the fidelity be	How will the evaluation		
ELL students.			monitored?	tool data be used to determine the		
				effectiveness of strategy?		
C. Students scoring proficient in Listening/	1.1.	1.1. See	1.1.	1.1.	1.1.	
Speaking.						
		Reading				
		ELL Goal				
		5C.1,				
		· ·				
		5C.2, 5C.3				
		and 5C.4				
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Proficient in Listening/Speaking:					
The percentage of students						
scoring proficient on the 2013 Listening/Speaking section of						
the CELLA will increase from						
60% to 63%.						

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

	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient in Reading.		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.		2.1.	

CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 33% to 35%.	2012 Current Percent of Students Proficient in Reading:					
	33%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2.1.	2.1.	2.1.	2.1.	
500				
Reading				
ELL Goal				
5C 2 5C 3				
5C.2, 5C.5				
and 5C.4				
	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	Reading ELL Goal	Reading ELL Goal 5C.1,	Reading ELL Goal 5C.1,

	27%					
Г		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	See Math Goal 5d	F.1.	F.1.	F.1.	

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	Level of Performance:*	2013 Expected Level of Performance:*					
	100%	100%					
		F.2.	F.2.			F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

Alternate Assessment: Percentage of students making Learning Gains in mathematics.		See Math Goal 5d	G.1.	G.1.	G.1.	
G:	Level of Performance:*	2013 Expected Level of Performance:*				

100%	100%					
	G.2.	G.2.	G.2.	G.2.	G.2.	
	G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

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

J. Florida Alternate J.1.	lτ	.1.	J.1.	J.1.	J.1.	
0.11011444111441	ľ	.1.	9.1.	D.1.	J.1.	
Assessment: Students						
scoring at proficient in Need		Strategy	<u>Who</u>	Teacher Level		
science (Levels 4-9).			L			
a sch				-Teachers reflect on lesson		
			Administrator, Assistance			
				knowledge to drive future		
		hrough the		instruction.		
	ılar and on-					
going	ng review of	consistent		-Teachers use the on-line		
stude				grading system data to		
		of students'		calculate their students'		
				progress towards their PLC		
	s	trategies,		and/or individual SMART		
	n	nodifications,		Goal. <u> </u>		
		ınd				
		accommodatio		PLC Level		
	n	is.				
		mi i i		-Using the individual teacher		
		-Throughout		data, PLCs calculate the		
		the school		SMART goal data across all		
		year, teachers of SWD		classes/courses.		
				DI Com Control Incom		
		review students' IEPs		-PLCs reflect on lesson outcomes and data used to		
		to ensure that IEPs are		drive future instruction.		
		implemented		- For each class/course, PLCs		
		consistently		chart their overall progress		
		and with		towards the SMART Goal.		
		fidelity.		towards the SMAKT Goal.		
	[1	nucinty.		Leadership Team Level		
	L,	Teachers		Leadership Team Level		
		both		-PLC facilitator shares		
		ndividually		SMART Goal data with the		
		and in PLCs)		Problem Solving Leadership		
		work to		Team.		
		mprove		T cum.		
		ipon both		-Data is used to drive teacher		
	iı	ndividually		support and student		
		ind		T. T		
		collectively,				
		he ability to				
		effectively				
		mplement				

	1	IED/CWD		.	1		
		IEP/SWD					
		strategies and					
		modifications					
		into lessons					
Science Goal J:	2012 Current	2013 Expected					
	Level of	Level of Performance:*					
	Performance:*	Performance:*					
The percentage of students							
scoring a Level 4 or higher on the 2013 FAA will maintain or							
the 2013 FAA will maintain or							
increase by 1%.							
	100%	1000/					
	TAA 10	TAA 10					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	
		ļ		ļ	ļ.		

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-			
	Solving			

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

M. Florida	M.1.	M.1.	M.1.	M.1.	M.1.
Alternate					
Assessment:					
Students scoring	Need to provide	Strategy	Who	Teacher Level	On-going writing
at 4 or higher in	a school	Strategy	· · · · · · · · · · · · · · · · · · ·		prompts and assessments
writing (Levels 4-9).	organization	SWD student	Principal, Site	-Teachers reflect on lesson	
	structure and	achievement		outcomes and use this	
	procedure for	improves through		knowledge to drive future	
	regular and on-	the effective	F	instruction.	
	going review of	and consistent			
	students' IEPs	implementation		-Teachers use the on-line	
		^	How	grading system data to	
		goals, strategies,		calculate their students'	
			IEP Progress Reports	progress towards their PLC	
		and	reviewed by Teachers and	and/or individual SMART	
		accommodations.	Case Manager	Goal	
		-Throughout		PLC Level	
		the school year,			
		teachers of SWD		-Using the individual teacher	
		review students'		data, PLCs calculate the	
		IEPs to ensure		SMART goal data across all	
		that IEPs are		classes/courses.	
		implemented			
		consistently and		-PLCs reflect on lesson	
		with fidelity.		outcomes and data used to	
		m 1 (1 d		drive future instruction.	
		-Teachers (both		Francis de alemater anno DI Co	
		individually and		-For each class/course, PLCs	
		in PLCs) work to improve upon		chart their overall progress towards the SMART Goal.	
		both individually		towards the SWAKT Goal.	
		and collectively,		Leadership Team Level	
		the ability to		Leadership Team Level	
		effectively		-PLC facilitator shares	
		implement IEP/		SMART Goal data with the	
		SWD strategies		Problem Solving Leadership	
		and modifications		Team.	
		into lessons.			
				-Data is used to drive	
				teacher support and student	
				supplemental instruction.	

Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.		2013 Expected Level of Performance:*					
	100%	100%					
						M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

STEM Goal #1:	1.1	1.1	1.1	1.1	1.1
	time for math and science.		PLC or grade level Leaders		Logging number of project- based learning in math and science per nine week. Share data with teachers.
		-Documentation of planning of units and outcomes of units in logs.			
		-Increase effectiveness of lessons through lesson study and district metrics, etc.			
	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.

Grade Level/ PD Content /Topic

Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

meetings)

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

Project-based learning K-5 PLC Facilitator Science, math, and technology On-going Administrator walk-throughs Administration teachers PLCs

End of STEM Goal(s)

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

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

Career and Technical Education (CTE) Goal(s)

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
		Use of workbooks, videos, and activities.	More	Aggregate and analyze	Career survey
	Some schools	and delivines.	research	the data every quarter to	Data
				develop next steps	Data
Increase student interest in career	have materials that	Administer career surveys to the students to see interest areas of focus.	needed, add		
opportunities and program selection prior	they have picked		for 2012-13		Log of CTE
to middle school, the school will increase	up on their own		SIP.		special speakers.
the frequency of career exposure	about careers –				
activities/events from 1 in 2011-2012	fireman/policeman				
to 2 in 2012-2013.	etc no courses				
	offered, we do not				
	provided				
	resources (maybe				
	through the				
	guidance				
	department)				
					I

1	1.2.	1.2.	1.2.	1.2.	1.2.
1	1.3.	1.3.	1.3.	1.3.	1.3.

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 Grad

Grade Level/ Subject

PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

dules (e.g., frequency meetings)

Integration of

K - 5

PLC facilitatorsSchool Wide

Teachers

Classroom walk-throughs

Administration Team

career

opportunities in

core academic

areas

Hillsborough 2012 Rule 6A-1.099811 Revised April 18, 2013

Availability of **Guidance Counselors** Grade 5 PLC facilitatorsSchool Wide Classroom walk-throughs Administration Team career coursework District staff at the Feeder Middle Schools **Guidance Counselors** Administration Team Availability of K-5 School Wide Classroom walk-throughs

career coursework PLC District staff

at the Magnet and facilitators

Choice Schools

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School		
Differentiated		
Accountability		
Status		
Priority	Focus	Prevent
	•	

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 1.1	BrainPop Educational Animated Website	\$800.00	\$800.00
Math Goal 2.1	Spirit Sticks for SAC Math Night at SweetBay to motivate students to apply math skills to real world application	\$70.00	\$70.00
Reading Goals 1, 2, 3, 4, 5	Video truck to motivate students to perform well on the FCAT and use their higher order thinking strategies	\$399.00	
Math Goals 1,2 3, 4, 5			
Science Goals 1,2			
Reading Goals 1, 2, 3, 4, 5	School Improvement Coordinator Position	\$854.99	\$854.99
Math Goals 1,2 3, 4, 5			
Science Goals 1,2			
Final Amount Spent			