

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Tomlin Middle School	District Name: Hillsborough
Principal: Susan Sullivan	Superintendent: Mary EllenElia
SAC Chair: Patricia Hanks and Shawn Killebrew	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

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	Susan Sullivan	M. Ed Leadership B.S. – Elem. Ed	12	12	A – 10 years B – 2 years Have not met AYP goals 12- Reading 65 points, Math 77 points, Lowest 25% Reading 65 points, Lowest 25% Math 71 points 11-67% 10-69% 09-77% 08-79% 07-79%
Assistant Principal	Tiatasha Brown	M. Ed Leadership Elem Ed	8	4	A – 9 years B – 2 years Have not met AYP goals 12- Reading 65 points, Math 77 points, Lowest 25% Reading 65 points, Lowest 25% Math 71 points 11-67% 10-69% 09-77% 08-79% 07-79%

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Assistant Principal	Abeba Salter-Woods	Ed. S. – Ed Leadership M.S. – Sports Administration B.S. Political Science	5	6	A – 4 years B – 1 year Have no met AYP goals 12- Reading 65 points, Math 77 points, Lowest 25% Reading 65 points, Lowest 25% Math 71 points 11-67% 10-69% 09-77% 08-79%
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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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	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)
Reading	Susan Williamson	Elem Ed Reading	16	6	A – 9 years B – 2 years Have not met AYP goals 12- Reading 65 points, Math 77 points, Lowest 25% Reading 65 points, Lowest 25% Math 71 points 11-67% 10-69% 09-77% 08-79%
Math	Deanna Jackson	B.S. Finance	5	1	A-4 years B-1 year Have not met AYP goals 12- Reading 65 points, Math 77 points, Lowest 25% Reading 65 points, Lowest 25% Math 71 points 11-67% 10-69% 09-77% 08-79%

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	Administration	Summer 2012	
2. Professional Learning Communities	Subject Area Leaders	Ongoing	
3. Mentoring Program/TIP	Administration/District	Ongoing	

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4. Performance Pay	Administration/District	June 2012	
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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-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7	Tri-weekly posting of updates of PDS certification courses. Monthly data disaggregation regarding areas of needed growth, with specific feedback in focus areas. Site-based, full-time mentor for TIP (Ms. O'Brien) Monthly support meeting for New to Tomlin teachers and teachers who are seeking support. Consistent updates regarding CTA trainings in effectiveness. Technology support team with focus on instructional implementation. Monthly faculty EET Rubric updates and/or review. Monitoring IPDP alignment and applications. School based professional development trainings.

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)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
113	8% (9)	30% (34)	29% (33)	33% (37)	38% (43)	94% (106)	13% (15)	4% (5)	24% (27)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ms. Cindy O’Brien	Chris Anderson, Jeremy Brook, Kendra Burke, Rebekah Salter, Amanda Smith, Nick Sims, Gerald Bowman, Steven Johnson, Brooke Warnock, Amanda Iden, Stefani Clements, Jennifer Stout, Michael McGarry, Kristina Campbell, Robert Trotti	1 st and 2 nd year teachers	1 st year teachers meet/observe 90 minutes per week. 2 nd year teachers meet/observe 45 minutes per week.
Ms. Tiatasha Brown	LaChandra Brown, Leslie Bilbrey, Robert Morales, Stephanie Shuff, Laura Storter, Kerri Knox, Kendra Burke, Tammy Sands, Veronica CruzMonge, Theresa Rice, Stacey Dukes	At least one year experience	Monthly Meetings

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.

<p>Title I, Part A Services are provided to ensure students who need remediation are provided support through before school, after school and summer programs. Professional development is offered to teachers to obtain Highly Qualified status and to promote the use of effective strategies in the classroom that will increase student achievement</p>
<p>Title I, Part C- Migrant The Migrant Advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students’ needs are being met. This includes tutoring, home visits and parent education programs</p>
<p>Title I, Part D The district receives funds to support the Alternative Education program which provides transition services from alternative education to school of choice</p>

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<p>Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.</p>
<p>Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>
<p>Title X- Homeless The district receives funds to provide resources (social work and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches and extended learning opportunity programs</p>
<p>Violence Prevention Programs We have a School Resource Deputy on campus with a Crime Watch club and peer mediation with Guidance Counselors. The Drop Out Prevention specialist coordinates a gun safety programs through More Health. The Deputy does class presentations throughout the year on bullying, gangs, and other related topics.</p>
<p>Nutrition Programs Free and reduced lunches are available to students that complete the application process and meet the qualifications. Free Breakfast is available to every student and is advertised on the morning show, newsletters and the school website. Health and wellness are part of the parent communication and part of the physical education curriculum.</p>
<p>Housing Programs N/A</p>
<p>Head Start N/A</p>
<p>Adult Education N/A</p>
<p>Career and Technical Education Career and Technical education classes are offered as electives. Support is specific to each school site in which funds can be utilized in a specific program, with Title I regulations.</p>
<p>Job Training N/A</p>
<p>Other</p>

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Susan Sullivan - Principal

Tiatasha Brown – APC

Jennifer Shiver – Guidance Counselor

Randy Rebman – School Psychologist

Susan Williamson – Reading Coach,

Suzanne George – Math SAL

Jim Peaden - Social Studies SAL

Vicki Gunn – Science SAL

Brett Montegny – Language Arts SAL

Bethanne Pearce - ESE Specialist

Patti Hanks – SAC Chair, AVID Coordinator

Vicki Barnett – Tech Resource Specialist

Juan Demauplin – School Social W

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 RtI 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 RtI team functions to address the progress of low performing students help meet AYP and 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 RtI Team will be called the Problem Solving Team and will serve as the main leadership team of the school. The Problem Solving Team will meet twice a month to:

- Use the RtI 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
 - 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

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- Assist in the implementation and monitoring of the Differentiated Accountability Model for Correct 2.
- Identify professional development needs and resources

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 School Advisory Council (SAC) Chair is a member of the Problem Solving Team.
- The Problem Solving Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted during the summer and during preplanning for 2012-2013.
- The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Too, and Professional Development of the School Improvement Plan.
- Since one of the main tasks of the Problem Solving 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.

FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT, Math Coach
Nine Week Exams	Subject Area Generated Excel Database	SALS, individual teachers, PSLT
Semester Exams	Subject Area Generated Excel	SALS, individual teachers, PSLT

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	Database	
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers, Math Coach

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services

Describe the plan to train staff on MTSS.

Professional Development sessions will occur during Tuesday faculty meeting times as well as in bi-monthly PLC meetings.

- Leadership team met with Administration and Guidance to discuss implementation.
- As the District’s Problem Solving Team develops resources and staff development courses on RtI, these tools and staff development sessions will be conducted with staff when they become available.

Describe plan to support MTSS.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers, Math Coach
Other Curriculum Based Measurement** <i>(see below)</i>	School Generated Database in Excel	PSLT/PLCs

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

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

- assess the same skills over time

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- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <i>Susan Sullivan- Principal</i> <i>Susan Williamson – Reading Coach,</i> <i>Jennifer Shiver – Guidance Counselor</i> <i>Bethanne Pearce - ESE Specialist</i> <i>Patti Hanks – SAC Chair, AVID Coordinator</i> <i>Shawn Killebrew – Title 1/Parent Involvement Liaison</i> <i>Darlene Meginnis- Media Specialist</i>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). We meet monthly, or as needed, and discuss Literacy issues and solutions. We develop implementation plans for our strategies and present them to the faculty. A new initiative this year is the school wide binder that all student use. We are also implementing AVID strategies, High Level Order Thinking Skills in classes. All classrooms will have objectives written on the board daily.
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none">• Implementation and evaluation of the SIP reading 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)• Schoolwide Literacy Week• Book study in the spring

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**

***Elementary Title I Schools Only: Pre-School Transition**

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

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***Grades 6-12 Only Sec. 1003.413 (b) F.S**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

CRISS training is available at every site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading 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:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Not all teachers use the same assessments. Teachers vary at levels of DI instruction.	1.1. <u>Strategy:</u> Students' reading comprehension will increase through teacher's use of data and the use of higher level (more complex) text within their content. Teachers will provide Differentiated Instruction (DI) to ensure mastery of skills. <u>Action Steps:</u> PLAN Teacher Professional Development The TIF2 On Site Professional	1.1. <u>Who</u> - Principal - APs - Reading Coach - Language Arts SAL - PLC facilitators within the LA and Reading Departments - TIF2 OSPD <u>How</u> - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as	1.1. <u>Teacher Level</u> - Teachers reflect on lessons during the unit and use the knowledge to drive future lessons. - Teachers maintain assessments on their online grading system. <u>PLC/Department Level</u> - Using the teacher data, PLCs chart their overall progress towards the SMART Goals. <u>Leadership Team Level</u> - SAL shares data with the PSLT - Data will be used to plan for future instruction.	1.1. <u>2-3x Per Year</u> FAIR <u>During Grading Period</u> Common Assessments
Reading Goal #1: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 48 in 2012 to 51% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48%	51%					

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			<p>Developer and reading coach will provide the faculty with complex texts through PLC's and faculty trainings.</p> <ul style="list-style-type: none"> - The TIF2 On Site Professional Developer will provide the faculty with DI techniques through PLCs and faculty trainings. <p><u>Planning/PLCs Before the Lesson</u></p> <ul style="list-style-type: none"> - PLCs identify the essential skills and learning targets for the upcoming units. (EET Rubric 1e, 4d) - PLCs identify the common assessment for the upcoming unit. - PLCs write a SMART goal for the upcoming unit of instruction. (EET Rubric 1c, 4d) <p><u>Teachers in the Classroom</u></p> <ul style="list-style-type: none"> - Teachers instruct students with the curriculum and use DI strategies from their professional development. - At the end of the unit, teachers give a common assessment. (EET Rubric 3d) <p>CHECK/ACT</p> <p><u>PLCs After the Lesson</u></p> <ul style="list-style-type: none"> - Teachers bring the assessment data back to the PLC (EET Rubric 3d, 4d) - Teachers reflect on their own teaching (EET Rubric 4a) - Teachers discuss DI strategies that were effective (EET Rubric 3d) 	<p>seen in administrative walk-throughs.</p> <ul style="list-style-type: none"> - EET Pop-Ins - EET informal observations - EET formal observations 	<p><u>1st Grading Period Check</u></p> <p>FAIR</p>	
		<p>1.2. Teachers vary with higher order thinking skills.</p> <ul style="list-style-type: none"> - PLC meetings need to focus on developing higher order questions for lessons 	<p><u>1.2. Strategy:</u> Students' comprehension of course content/standards increase through participation in higher order thinking questioning techniques to promote critical thinking and problem-solving skills. This strategy will be implemented</p>	<p>1.2. <u>Who</u></p> <ul style="list-style-type: none"> - Principal - APs - Reading Coach - Language Arts SAL - PLC facilitators within the LA and Reading Departments - TIF2 OSPD 	<p>1.2. Teacher Level</p> <ul style="list-style-type: none"> - Teachers reflect on lessons during the unit and use the knowledge to drive future lessons. - Teachers maintain assessments on their online grading system. <p><u>PLC/Department Level</u></p> <ul style="list-style-type: none"> - PLCs discuss how to share and 	<p>1.2 <u>.2-3x Per Year</u></p> <p>FAIR</p> <p><u>During Grading Period</u> Common Assessments</p>

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			<p>across all content areas. (EET Rubric 1e, 3b)</p> <p><u>Action Steps:</u> PLAN <u>Teacher Professional Development for Higher Order Thinking</u> - Teachers attend a school-based TIF2 professional development training on higher order questioning strategies and apply those strategies in the classroom. (EET Rubric 3b)</p> <p><u>Planning/PLCs Before the Lesson</u> - Teachers design higher order questions to increase rigor in lesson plans and promote accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) - Within PLCs teachers plan and write for higher order questions for upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d) - Within PLCs teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>DO/CHECK <u>Teachers in the Classroom</u> - During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) - Students formulate many of the high-level questions and ensure all voices are heard. (EET Rubric 3b) - Students are provided with the opportunity to reflect on classroom discussion. (EET Rubric 1c, 3a, 3b, 3c)</p>	<p><u>How</u> - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as seen in administrative walk-throughs. - EET Pop-Ins - EET informal observations - EET formal observations</p>	<p>report the data with the Leadership Team.</p> <p><u>Leadership Team Level</u> - SAL shares data with the PSLT - Data will be used to plan for future instruction.</p> <p><u>1st Grading Period Check</u></p> <p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
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			<p>CHECK/ACT <u>PLCs After the Lesson</u> - Based on the assessment data, teachers reflect on their own teaching (EET Rubric 4a) - Effective higher order strategies are identified, discussed, and modeled in order to implement the strategies in future lessons.</p> <p><u>Administrators/Leadership Team</u> - During walkthroughs, teachers are identified who excel in higher order questioning techniques in order to set up demonstration classrooms. (EET 4d, 4e) - Classroom coverage is provided for teachers to attend demonstration classrooms. (EET 4e) - SALs put higher order thinking questioning techniques on every agenda to allow teachers to share success and challenges.</p>			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1.	2.1	2.1.	2.1	2.1.
Reading Goal #2: In grades 6-8, the percentage of Standard Curriculum students score a Level 4 or higher on the 2012 FCAT Reading will increase from 24% in 2012 to 27% in 2013.	2012 Current Level of Performance:* 24%	2013 Expected Level of Performance:* 27%	See 1.1			
			2.2. See 1.2	2.2	2.2.	2.2
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	Student Evaluation Tool

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						effectiveness of strategy?	
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1	3.1.	3.1	3.1.
<u>Reading Goal #3:</u> In grades 6-8, the points earned of All Curriculum students making learning gains on the 2012 FCAT Reading will increase from 58 in 2012 to 61 in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See 1.1				
	58 points	61 points					
			3.2.	3.2.	3.2.		3.2.
			See 1.2				
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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.		4.1	4.1.	4.1.
<u>Reading Goal #4:</u> In grades 6-8, the points earned of All curriculum students in the bottom quartile making learning gains on the 2012 FCAT Reading will increase from 56 in 2012 to 59 in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See 1.1				
	56 points	59 points					
			4.2.		4.2.	4.2.	4.2.
			See 1.2				
			4.3	4.3 FCAT boot camp will be offered for both reading and math all level 1's and 2's will be invited.	4.3 <u>Who</u> - Principal - APs - Reading Coach - Language Arts SAL -TIF2 OSPD	4.3 <u>Leadership Team Level</u> - SAL shares data with the PSLT - Data will be used to plan for future instruction.	4.3 Saturdays before FCAT

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012 White: Black: Hispanic: Asian: American Indian:	2012-2013 White: Black: Hispanic: Asian: American Indian:	2013-2014 White: Black: Hispanic: Asian: American Indian:	2014-2015 White: Black: Hispanic: Asian: American Indian:	2015-2016 White: Black: Hispanic: Asian: American Indian:	2016-2017 White: Black: Hispanic: Asian: American Indian:
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Reading Goal #5:</u>						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <u>Reading Goal #5A:</u> The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 61% to 65%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 27% to 34%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 37% to 43%. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 68% to 71%. The percentage of American Indian students scoring proficient/satisfactory on the 2013	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1
	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2	5A.2. See 1.2

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FCAT Reading will increase from 82% to 84%.							
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.			5B.1.	5B.1.		5B.1.	5B.1.
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 36% to 42%.			See 1.1				
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36%	42%					
			5B.2. See 1.2	5B.2.		5B.2.	5B.2.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.		5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 21% to 29%.			See 1.1				
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	29%					
			5C.2. See 1.2			5C.2.	5C.2.
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
5D. Students with Disabilities (SWD) not making			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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satisfactory progress in reading.			See 1.1				
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 18% to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	26%					
			5D.2. See 1.2	5D.2.	5D.2.	5D.2.	5D.2.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Questioning Techniques (TIF2)	6-8	TIF2 District Trainers	All teachers	October 2012	Walk throughs, Lesson Plans	Administration, SAL, Reading Coach
Differentiated Instruction	6-8	OSPD – Patricia Hanks	All teachers	Once per nine weeks	Walk throughs, Lesson Plans	Administration, SAL, Reading Coach, OSPD
Kagan Cooperative Learning	6-8	District Trainer	All teachers	5 trainings – August, October, February, May	Walk throughs, Lesson Plans	Administration, SAL, Reading Coach
Costa's Levels of Questioning	6-8	AVID – Patricia Hanks	All PLCs	PLCs meeting on the 1 st and 3 rd Monday of each month	Walk throughs, Lesson Plans	Administration, SAL, Reading Coach, AVID Elective teachers
Book Study	6-8	OSPD – Patricia Hanks	15 teachers	6 1 hours sessions (Nov, Dec , Jan)	Walk throughs, Lesson Plans	Administration, SAL, Reading Coach, OSPD

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)).

Middle School Mathematics 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:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Lack of understanding of how to implement the Continuous Improvement Model with the core curriculum, as the emphasis has been placed on FCIM for targeted mini lessons and NOT the core curriculum.	1.1. The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.	1.1. Who - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD How - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as seen in administrative walk-throughs. - EET Pop-Ins	1.1. Teacher Level - Teachers reflect on lessons during the unit and use the knowledge to drive future lessons. - Teachers maintain assessments on their online grading system. PLC/Department Level - PLCs discuss how to share and report the data with the Leadership Team. Leadership Team Level - SAL shares data with the PSLT - Data will be used to plan for future instruction.	1.1. -3x Per Year Formative Assessments, Semester Exams During Grading Period Assessments provided by the math coach
Mathematics Goal #1: In grades 6-8, The percentage of Standard Curriculum students will scoring a Level 3 or above on the 2013 FCAT Math Test as determined by the FLDOE will increase from 52% in 2012 to 55% in 2013.	2012 Current Level of Performance:* 52%	2013 Expected Level of Performance:* 55%	- Teachers need to be trained in implementation of Differentiated Instruction (for high and low performing students)	- PLCs identify the essential skills and learning targets for the upcoming units. (EET Rubric 1e, 4d) - PLCs identify the common assessment for the upcoming unit. - PLCs write a SMART goal for the upcoming unit of instruction. (EET Rubric 1c, 4d) DO/CHECK - Teachers instruct students with the curriculum and use DI strategies from their professional development. - At the end of the unit, teachers give a common assessment. (EET Rubric 3d)			

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			<p>1.2.</p> <ul style="list-style-type: none"> - Teachers vary with higher order thinking skills. - PLC meetings need to focus on developing higher order questions for lessons. 	<p>1.2</p> <p><u>. Strategy:</u></p> <p>The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques to promote critical thinking and problem-solving skills.</p> <p>This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps:</u></p> <p>Plan</p> <ul style="list-style-type: none"> -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -PLCs identify the common assessment for the upcoming unit of instruction <p>Do/Check</p> <ul style="list-style-type: none"> -During the lesson, teachers 	<p>1.2.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD <p><u>How</u></p> <ul style="list-style-type: none"> - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as seen in administrative walk-throughs. - EET Pop-Ins 	<p>1.2.</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> - Teachers reflect on lessons during the unit and use the knowledge to drive future lessons. - Teachers maintain assessments on their online grading system. <p><u>PLC/Department Level</u></p> <ul style="list-style-type: none"> - PLCs discuss how to share and report the data with the Leadership Team. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> - SAL shares data with the PSLT - Data will be used to plan for future instruction. 	<p>1.2.</p> <p><u>3x Per Year</u></p> <p>Formative Assessments, Semester Exams</p> <p><u>During Grading Period</u></p> <p>Assessments provided by the math coach</p>
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			frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1		2.1.	2.1.
Mathematics Goal #2: In grades 6-8, The percentage of <u>Standard Curriculum</u> students scoring a Level 4 or above on the 2011 FCAT Math Test as determined by the FLDOE will increase from 26% in 2012 to 29% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See 1.1				
	26%	29%					
			2.2.	2.2.		2.2.	2.2.
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
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1	3.1.	3.1.
Mathematics Goal #3: In grades 6-8, the percentage of All Curriculum students making learning gains on the 2012 FCAT Math will increase from 63 in 2012 to 66 in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See 1.1				
	63 points	66 points					

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			3.2.	3.2.	3.2.	3.2.	3.2.
			See 1.2				
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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 54 in 2012 to 57 in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 1.1				
	54	57					
	points	points					
			4.2.	4.2.	4.2.	4.2.	4.2.
			See 1.2				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			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 ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. White: Black:	5A.1 .	5A.1. .	5A.1. .	5A.1. .

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<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 62% to 66%.</p>	<p>2012 Current Level of Performance:* White:62% Black:29% Hispanic:43% Asian:82% American Indian:83%</p>	<p>2013 Expected Level of Performance:* White:66% Black:36% Hispanic:49% Asian:84% American Indian:85%</p>	<p>Hispanic: Asian: American Indian: See 1.1</p>				
<p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 29% to 36%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 43% to 49%.</p> <p>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 82% to 84%.</p> <p>The percentage of American Indian students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 83% to 85%.</p>			<p>5A.2. See 1.2</p>	5A.2.	5A.2.	5A.2.	5A.2.
<p>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:</p>			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
<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>							
<p>Mathematics Goal #5B.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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<p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 40% to 46%.</p>	<p>40%</p>	<p>46%</p>					
			<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>
			<p>See 1.1</p>				
		<p>5B.2.</p> <p>Students will not prepare or will need additional practice before FCAT</p>	<p>5B.2</p> <p>FCAT boot camp will be offered on Saturdays before FCAT. All level 1's and 2's will be invited.</p>	<p>5B.2</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD 	<p>5B.2.</p> <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> - SAL shares data with the PSLT - Data will be used to plan for future instruction. 	<p>5B.2</p> <p>Saturdays before FCAT</p>	
<p>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:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>			<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1</p>
<p>Mathematics Goal #5C:</p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 27% to 34%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>See 1.1</p>				
	<p>27%</p>	<p>34%</p>					
			<p>5C.2.</p>	<p>See 1.2</p>			
<p>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:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>
<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>			<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>

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Mathematics Goal #5D. The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Math will increase from 22% to 30%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 1.1				
	22%	30%					
			5D.2. See 1.2	5D.2.	5D.2.	5D.2.	5D.2.

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC 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:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5). Algebra Goal #1: In grades 6-8, the percentage of All Curriculum students scoring in the Middle and Upper Thirds on the 2013 End-of-Course Algebra Exam will increase from 78% in 2012 to 81% in 2013.	2012 Current Level of Performance:* 78%	2013 Expected Level of Performance:* 81%	1.1 Teachers at varying skill levels with the CCIM model. -Teachers need to be trained in implementation of Differentiated Instruction (for high and Low performing students)	1.1. The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills.	1.1. Who - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD How - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as seen in administrative walk-throughs.	1.1. Teacher Level - Teachers reflect on lessons during the unit and use the knowledge to drive future lessons. - Teachers maintain assessments on their online grading system. PLC/Department Level - PLCs discuss how to share and report the data with the Leadership Team. Leadership Team Level - SAL shares data with the PSLT - Data will be used to plan for future instruction.	1.1 -3x Per Year Formative Assessments, Semester Exams During Grading Period Assessments provided with the textbooks

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				<p><u>Planning/PLCs Before the Lesson</u></p> <ul style="list-style-type: none"> - PLCs identify the essential skills and learning targets for the upcoming units. (EET Rubric 1e, 4d) - PLCs identify the common assessment for the upcoming unit. - PLCs write a SMART goal for the upcoming unit of instruction. (EET Rubric 1c, 4d) <p>DO/CHECK</p> <p><u>Teachers in the Classroom</u></p> <ul style="list-style-type: none"> - Teachers instruct students with the curriculum and use DI strategies from their professional development. - At the end of the unit, teachers give a common assessment. (EET Rubric 3d) 	- EET Pop-Ins		
			1.2. Students will not study at home, or will still have questions that need clarification.	1.2. Saturday exam review will be offered prior to both semester exams for Algebra and Algebra Honors	1.2. <u>Who</u> - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD	1.2. <u>Leadership Team Level</u> - SAL shares data with the PSLT - Data will be used to plan for future instruction.	1.2. 2 x per year
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
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1. - Teachers vary with higher order thinking skills. - PLC meetings need to focus on developing higher order questions for lessons.	2.1. The purpose of this strategy is to strengthen the math core curriculum. Students’ comprehension of course content/standards increases through participation in <u>higher order thinking questioning</u>	2.1. <u>Who</u> - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD	2.1. <u>Teacher Level</u> - Teachers reflect on lessons during the unit and use the knowledge to drive future lessons. - Teachers maintain assessments on their online grading system. <u>PLC/Department Level</u>	2.1. 3x Per Year Formative Assessments, Semester Exams <u>During Grading Period</u>
Algebra Goal #2: In grades 6-8, the percentage of All Curriculum students scoring Levels 4 or 5 on	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	41%	44%					

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the 2013 End-of-Course Algebra Exam will increase from 41% in 2012 to 44% in 2013.				<u>techniques/Costa's higher order</u> to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)	<u>How</u> - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as seen in administrative walk-throughs. - EET Pop-Ins	- PLCs discuss how to share and report the data with the Leadership Team. <u>Leadership Team Level</u> - SAL shares data with the PSLT - Data will be used to plan for future instruction.	Assessments provided with the textbooks
			2.2. Students will not study at home, or will still have questions that need clarification.	2.2. Saturday exam review will be offered prior to both semester exams for Algebra and Algebra Honors.	<u>Who</u> - Principal - APs - Math Coach - Mathematics SAL - PLC facilitators within the Math dept. - ELL Coordinator - TIF2 OSPD	2.2. <u>Leadership Team Level</u> - SAL shares data with the PSLT - Data will be used to plan for future instruction.	2.2. 2x per year.

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Identification of common assessments	6-8	SAL, Math Coach, Math Teachers	Math	PLC's ongoing	Classroom walkthroughs, lesson plans	Administration, Math Coach, Math SAL
Higher Order Thinking	6-8	TIF 2 Trainer	School-wide	October 2012	Classroom walkthroughs, lesson plans	Administration

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Costa's Levels of Questioning	6-8	AVID-Patricia Hanks	School-wide	PLC's meeting the 1 st and 3 rd Monday of each month	Classroom walkthroughs, lesson plans	Administration, SAL, AVID elective teachers

End of Mathematics Goals

Elementary and Middle School Science Goals

Science 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:			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 scoring proficient (Level 3-5) in science.			1.1. -Not all teachers of the same course give the same common assessment at the end of the instructional cycle.	1.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use C-CIM (Core Continuous Improvement Model) with core curriculum and provide Differentiated Instruction (DI) as a result of the common assessments to ensure the mastery of essential skills. <u>Action Steps:</u> Plan -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs write a SMART goal for the upcoming unit of instruction. (For example, on the first assessment of the grading period, 75% of the students will score an 80% or	1.1. <u>Who</u> - Principal - APs -Science SAL - PLC facilitators within the Science dept. - ELL Coordinator - TIF2 OSPD <u>How</u> - PLC logs are turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans as seen in administrative walk-throughs. - EET Pop-Ins	1.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. <u>PLC/Department Level</u> Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction	1.1. <u>2-3x Per Year</u> District Assessments, Semester Exams <u>During Grading Period</u> Common assessments provided with the text
Science Goal #1: In grade 8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 41% in 2012 to 44% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%	44%					

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				<p>above on each unit of instruction.) (EET Rubric 1c, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 3d, 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Based on the data, teachers discuss Differentiated Instruction strategies that were effective. (EET Rubric 4a, 4d)</p> <p>-Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the entire class and c) decide what skills need to re-taught to targeted students. (EET Rubric 1b and 1c)</p> <p>-PLCs discuss Differentiated Instruction strategies for re-teaching of essential skills.</p> <p>-PLCs discuss how the data</p>			
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				will be used to Differentiate Instruction during the initial teaching of the upcoming lesson. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)			
			1.2. Students will not study at home, or will still have questions that need clarification.	1.2 Saturday exam review will be offered prior to both semester exams for IPS	1.2. <u>Who</u> - Principal - APs -Science SAL - PLC facilitators within the Science dept. - ELL Coordinator - TIF2 OSPD	1.2. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction	1.2 2x per year.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. - Teachers vary with higher order thinking skills. - PLC meetings need to focus on developing higher order questions for lessons.	2.1 The purpose of this strategy is to strengthen the science core curriculum. Students’ comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa’s higher order to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)	2.1. <u>Who</u> - Principal - APs -Science SAL - PLC facilitators within the Science dept. - ELL Coordinator - TIF2 OSPD <u>How</u> - PLC logs are turned into administration. -Administration provides feedback. - Evidence of strategy in teachers’ lesson plans as seen in administrative walk-throughs. - EET Pop-Ins	2.1 <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal. <u>PLC/Department Level</u> Using the individual teacher data, PLCs calculate the	2.1. <u>2-3x Per Year</u> District Assessments, Semester Exams <u>During Grading Period</u> Common assessments provided with the text
Science Goal #2: In grade 8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 10% in 2012 to 13% in 2013.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	10%	13%					

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						SMART goal data across all classes/courses. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction	
			2.2. Students will not study at home, or will still have questions that need clarification.	2.2. Saturday exam review will be offered prior to both semester exams for IPS	2.2. <u>Who</u> - Principal - APs -Science SAL - PLC facilitators within the Science dept. - ELL Coordinator - TIF2 OSPD	2.2. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction	2.2 2x per year.
			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.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Questioning	6-8	TIF2 Trainers	All teachers	October 2011	Walk throughs, Lesson PLans	Administration, SAL
Costa's Levels of Questioning	6-8	AVID – Patricia Hanks	All PLC's	PLC's meetings the 1 st and 3 rd Mondays of each month	Walk throughs, lesson plans	Administration, SAL, AVID elective teachers

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:			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. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	1.1. Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students Do: -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points	1.1. Who Principal APC SAL How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	1.1. See "Check" & "Act" action steps in the strategies column	1.1. Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grade 8, the percentage of Standard Curriculum students scoring a level 3.0 or higher will increase from 82% in 2012 to 85% in 2013.	82%	85%					

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				<p>-Daily/ongoing conferencing</p> <p><u>Check:</u> Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)</p>			
			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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard Pacing	6-8	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration walk-throughs -PLC logs turned into administration	Principal APC SAL

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						PLC Facilitators

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	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. Attendance			1.1. Students are absent and parents are not contacting the school.	1.1. Tier 1 The school will establish an Attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the schools Attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The Attendance committee meets every two weeks.	1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal and shared with faculty	1.1. Attendance committed will monitor the attendance data from the targeted group of students	1.1. Instructional Planning Tool Attendance/Tardy data
Attendance Goal #1: The attendance rate will increase from 94% in 2011-2012 to 95% in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Parents are not aware their student is absent				
	94.86	95					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	166	150					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
172	155						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

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	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. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Suspension Goal #1:</p> <p>Goals</p> <p>The total number of In-School Suspensions will decrease by 10%. (479 in 2012 to 431 in 2013)</p> <p>The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. (276 in 2012 to 248 in 2013)</p>			<p>There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>The procedures team will train all teachers during pre-planning on the school-wide procedures Administration will ensure that teachers are following the discipline policy..</p>	<p>The discipline committee will review referrals and suspensions monthly</p>	<p>The school-wide suspension data will be cross referenced with the discipline data.</p>	<p>Suspension data.</p>
	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	479	431					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	276	248					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	345	310					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	200	180					
			1.2.	1.2.	1.2.	1.2.	1.2.

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<p>The total number of Out-of-School Suspensions will decrease by 10%. (345 in 2012 to 310 in 2013)</p> <p>The total number of students suspended out-of-school will decrease by 10% (200 in 2012 to 180 in 2013)</p>		1.3.	1.3.	1.3.	1.3.	1.3.
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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Suspension Goals

N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*									
	2012 Current 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.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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 Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity 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. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
See P.I.P.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:						
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
			2.1.	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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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 Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			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. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	Students may have a medical condition at the time of testing.	Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8	. Principal, Guidance Counselors, APC	Checking of students schedules	Student schedules, Master schedule
During the 2012-2013 school year the number of students scoring in the	53%	58%					

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Healthy Fitness Zone (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 53% on the Pre test to 58% on the Posttest.						
			1.2. Home life may not be consistent with school health goals. 1.3. No buy-in to the program	1.2. Health and physical activity initiatives developed and implemented by the schools PE department 1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher	1.2. PE Dept 1.3. Physical Education Teacher	1.2. PE Dept notes and agendas 1.3. Classroom walkthroughs Class schedules

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

Continuous Improvement Goal(s)

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

Additional Goal(s) Based on the analysis of school data, identify and define areas in need of improvement:			Problem-Solving Process to Increase Student Achievement				
			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. Continuous Improvement Goal			1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge	1.1 The leadership team will become trained on the use of the PLC. The work will be recorded on PLC logs that	1.1 Who Principal Leadership Team Subject Area Leaders	1.1 “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will	1.1 PLC Survey materials
Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					

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<p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from in 2012 to in 2013.</p>			<p>base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.</p> <p>-Still confusion on how the Plan-Do-Check-Act model works.</p> <p>-Still some resistance to staff members attending PLCs and/or arriving on time to meetings.</p> <p>-Teachers asking for more PLC collaboration time.</p> <p>Possibility of waiver will be explored.</p>	<p>are reviewed by the Leadership Team.</p>	<p>PLC facilitators</p>	<p>aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	
			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 Professional Learning Community (PLC) or PD Activity
 Please note that each Strategy does not require a professional development or PLC activity.

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1. Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	1.1. ELL’s comprehension of course content/standards improves through participation in the following day- to-day	1.1. Administrators ESOL Resource Teachers How:	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the	1.1. Core curriculum end of core common unit/segment tests
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					

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The percent of students proficient on CELLA Listening/Speaking will increase from 66% in 2012 to 69% in 2013.	66%		accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies. Extended time (lesson and assessments) Small group testing Para support (lesson and assessments) Use of Heritage language dictionary (lesson and assessments)	Administrative walkthroughs ESOL Strategies Checklist can be used as walkthrough forms	most effective approach for individual students.	
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percent of students scoring proficient on CELLA Reading will increase from 26% in 2012 to 29% in 2013.	2012 Current Percent of Students Proficient in Reading : 26%	Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	ELL's comprehension of course content/standards improves through participation in the following day- to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies. Extended time (lesson and assessments) Small group testing Para support (lesson and assessments) Use of Heritage language dictionary (lesson and assessments)	ELL's comprehension of course content/standards improves through participation in the following day- to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies. Extended time (lesson and assessments) Small group testing Para support (lesson and assessments) Use of Heritage language dictionary (lesson and assessments)	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	Core curriculum end of core common unit/segment tests
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percent of students scoring proficient on the CELLA Writing will increase from 36% in 2012 to 39% in 2013.	2012 Current Percent of Students Proficient in Writing : 36%	Lack of understanding that teachers can provide ELL accommodations beyond FCAT testing.	ELL's comprehension of course content/standards improves through participation in the following day- to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies. Extended time (lesson and assessments)	ELL's comprehension of course content/standards improves through participation in the following day- to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	Core curriculum end of core common unit/segment tests

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			Small group testing Para support (lesson and assessments) Use of Heritage language dictionary (lesson and assessments)	Studies. Extended time (lesson and assessments) Small group testing Para support (lesson and assessments) Use of Heritage language dictionary (lesson and assessments)		
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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	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
STEM Goal #1: Implement/expand integrative approaches to the Common Core State Standards ₂	1.1. Need common planning time for math, science, ELA, and other STEM teachers.	1.1. Explicit direction for STEM professional learning Documentation of planning of units and outcomes of units in logs. Increase effectiveness of lessons through lesson study and district metrics, etc...	1.1. PLC or grade level lead – Subject Area Leaders	1.1. Administrative/SAL walk-throughs	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine weeks. Share data with teachers.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: The number of students enrolled in CTE courses will increase from 773 in 2011-2012 to 1048 in 2012 -2013.	1.1. Students scoring level 1 and 2 on both reading and math will not have availability in their schedule.	1.1. Advertise CTE courses on the morning show, target level 4's and 5's.	1.1. CTE teachers, APC	1.1. CTE courses will be full units.	1.1. Master schedule

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

End of CTE Goal(s)

Differentiated Accountability N/A

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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

x Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Writing 1,1.1, Science 1,1.2,2,2.2, Math 5, 5.B.2, Algebra 1,1.2,2,2.2, Reading 4,4.3	The SAC funds will be used for additional tutoring throughout the year.	\$4716.00	
Final Amount Spent			