

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JENNINGS MIDDLE SCHOOL

District Name: Hillsborough

Principal: JoAnn Johnson

SAC Chair: Nina Scaglione

Superintendent: Mary Ellen Elia

Date of School Board Approval:

Last Modified on: 11/8/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's 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)	# of Years at Current School	# 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	JoAnn Johnson	MS Educational Leadership BS - Mathematics Education	7	11	11/12- D; 10/11-C; AYP 72% 09/10- C; AYP 69% 08/09 - C; AYP 72% 07/08-C ; AYP 74% 06/07-C; AYP 74% 05/06- C; AYP 79% 04/05 - D; AYP 60%
Assis Principal	Rebecca Smith	MS Educational Leadership BS – Elementary Education	7	5	11/12- D; 10/11- C; AYP 72% 09/10- C; AYP 69% 08/09 - C; AYP 72% 07/08-C ; AYP 74% 06/07-C; AYP 74% 05/06- C; AYP 79% 04/05 - D; AYP 60%
Assis Principal	David Lowry	MS Educational Leadership BS – Computer Engineering	2	2	11/12- D; 10/11- C; AYP 72%

INSTRUCTIONAL COACHES

List your school's 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)	# of Years at Current School	# 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)
Math	Karen Learmond	MS Educational Leadership BS - Mathematics Education	1	1	11/12- D; 11/12 Learning Gains:
Reading	Akisha Dawson-Garcia	BA- English Education Reading Endorsement	1	1	11/12- D; 11/12 Learning Gains:
Science	Nakia Sturup	MS- Educational Leadership BA-Education	6	2	11/12- D; 11/12 Learning Gains: 10/11- C; AYP 72%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Teacher Interview Day	District Staff	June 2012	
2	Recruitment Fairs	Supervisor of Teacher Recruitment	Ongoing	
3	Regular meetings between new teachers and Principal	Principal - JoAnn Johnson	Monthly	
4	Sunshine Committee for Faculty	LaToya Wiggins	Ongoing	
5	District Mentor Program	District Mentors	Ongoing	
6	District Peer Program	District Peers	Ongoing	
7	Opportunities for teacher leadership	Principal - JoAnn Johnson	Ongoing	
8	Regular time for teacher collaboration	Principal - JoAnn Johnson	Ongoing	
9	Pay for Performance	District	Ongoing	
10	Renaissance Pay	Federal Program	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

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
	Depending on the needs of the educator, one or more of the following strategies will be

9 teaching out-of-field
2 not highly qualified

implemented.

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

- Preparing and taking the certification exam/results
- Completing classes (ACP) need for certification
- Complying with the Teacher Induction Program (TIP) classes/observations/reflection logs required by the district

Academic Coaches

- The coaches will co-plan, model, co-teach, observe, dissects data/trends, and conference with the teacher(s) on a regular basis

Subject Area Leader/PLC

- The teacher(s) will attend PLC meetings for on-going professional development. There he/she will work on dissecting their own data, use it as a forum to discuss and plan units among similar curriculum teachers, and develop strategies for students to successful use.

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
70	11.4%(8)	32.9%(23)	44.3%(31)	11.4%(8)	31.4%(22)	0.0%(0)	14.3%(10)	1.4%(1)	24.3%(17)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Rosemie Korpi (District EET Mentor)	Rocio Estevez- First Year Teacher	Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	The weekly visits will include assisting with teacher resources for foreign language class, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
		Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing	The weekly visits will include assisting with curriculum (Spring Board) resources, modeling, co-

<p>Rosemie Korpi (District EET Mentor)</p> <p>Mrs. Dawson-Garcia (Reading Coach)</p>	<p>Christian Flowers- First Year Teacher</p>	<p>student achievement.</p> <p>Mrs. Dawson- Garcia is the Reading Coach at Jennings Middle with previous teaching experience in the Voyager program and facilitates literacy learning.</p>	<p>teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p> <p>Mrs. Dawson-Garcia will mentor Mr. Flowers and assists him with lesson development with the Voyager Reading Product.</p>
<p>Rosemie Korpi (District EET Mentor)</p>	<p>Amanda Sawyer- First Year Teacher</p>	<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>On-going co-planning, modeling of lessons and observation with feedback.</p>
<p>Rosemie Korpi (District EET Mentor)</p>	<p>Jeffrey Spotts- First Year Teacher</p>	<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>The weekly visits will include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Rosemie Korpi (District EET Mentor)</p> <p>Jessica Francis Writing Coach</p>	<p>Kayla Vickers- First Year Teacher</p>	<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>The weekly visits will include assisting with lesson planning, mapping, resources, modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p> <p>The writing coach will assist Ms. Vickers with her planning and grading of writing prompts with the new rubric. Assistance will also be given by the "On the Ground Coach" for development and use of Spring Board curriculum.</p>
<p>Rosemie Korpi (District EET Mentor)</p> <p>Karen Learmond Math Coach</p>	<p>Justin Goldsmith- Second Year Teacher</p>	<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p> <p>Ms. Learmond is the Math Coach at JMS and will mentor Mr. Goldsmith in areas of effective math instruction.</p>	<p>The weekly visits will include assisting with lesson planning, mapping, resources, modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p> <p>Collectively they will work on lessons, instructional delivery, pacing guide, conferencing, and analyzing students' product.</p>
		<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in</p>	

<p>Rosemie Korpi (District EET Mentor)</p> <p>Nakia Sturup Science Resource Teacher</p>	<p>Carroll Hanson- Second Year Teacher</p>	<p>the areas of leadership, mentoring, and increasing student achievement.</p> <p>Ms. Sturup is the Science Resource Teacher and SAL at JMS and will mentor Mr. Hanson in areas of effective science instruction and assessments.</p>	<p>The weekly visits will include assisting with lesson planning, resources, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p> <p>Collectively they will work on lesson development including higher order questioning, instructional delivery, conferencing, and analyzing students' data.</p>
<p>Rosemie Korpi (District EET Mentor)</p> <p>Nakia Sturup Science Resource Teacher</p>	<p>Elizabeth Harmon- Second Year Teacher</p>	<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p> <p>Ms. Sturup is the Science Resource Teacher and SAL at JMS and will mentor Ms. Harmon in areas of effective science instruction and assessments as needed.</p>	<p>The weekly visits will include assisting with lesson planning, resources, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p> <p>Collectively they will work on lesson development including higher order questioning, instructional delivery, conferencing, and analyzing students' results.</p>
<p>Rosemie Korpi (District EET Mentor)</p> <p>Karen Learmond Math Coach</p>	<p>Malika Latham- Lovelace- Second Year Teacher</p>	<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p> <p>Ms. Learmond is the Math Coach at JMS and will mentor Ms. Lovelace in areas of effective math instruction.</p>	<p>The weekly visits will include assisting with lesson planning, resources, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p> <p>Collectively they will work on the "Checks for Understanding" skill, lessons, instructional delivery, conferencing, and analyzing students' product.</p>
<p>Rosemie Korpi (District EET Mentor)</p>		<p>Mrs. Korpi is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>The weekly visits will include assisting with lesson planning, resources, modeling, analyzing student work/data, developing assessments, conferencing and problem</p>

<p>Nakia Sturup Science Resource Teacher</p>	<p>S. Clem Wilson- Second Year Teacher</p>	<p>Ms. Sturup is the Science Resource Teacher and SAL at JMS and will mentor Mr. Wilson in areas of effective science instruction and assessments as needed.</p>	<p>solving. Mr. Wilson has recently completed the Alternative Certification Program (ACP).</p> <p>Collectively they will work on inquiry based lessons, including higher order questioning, instructional delivery, conferencing, and analyzing students' results.</p>
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide resource materials, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

OLWEUS Bullying Prevention Program is offered in school twice a month. Students discuss/role play the different types of bullying as well as create corrective steps to help themselves or a fellow classmates. Students also complete interactive activities, create an environment to share with each other and attend OLWEUS kick-off meeting with the administrators and OLWEUS teacher team.

Nutrition Programs

Free breakfast is offered each morning to all students at Jennings Middle School.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Other

Employability skills are offered in Business Education classes. This allows students opportunities to function outside the classroom and service the school. Some of the opportunities take place in the: Main/Guidance office, Assistant Principal's office, Media Center, as well as classrooms to assist SAL teachers.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team will be a subset of the Leadership Team, involving the following members depending on students being discussed. The following is a list of the entire Leadership Team:

Principal - JoAnn Johnson
Assistant Principal for Curriculum – David Lowry
Assistant Principal for Administration – Rebecca Smith
Administrative Resource Teacher- Gregory Hall
Guidance 6th Grade – Kim Laurence
Guidance 7th Grade – Phyllis Walters
Guidance 8th Grade – Velda Henderson
Psychologist - Art Hughes
Social Worker – Jackie Mentor
ESE Specialist – Tamara Stephens
Subject Area Leader Language Arts –
Subject Area Leader Math/Coach – Karen Learmond
Science Resource Teacher and SAL – Nakia Sturup
Subject Area Leader Social Studies – Matthew Grogan
Reading Coach – Akisha Dawson-Garcia
Resource Teacher and SAC Chair - Nina Scaglione
Media Specialist - Nicolette Dewsbury

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?

Jennings Middle School's MTSS Team will be a subset of the Leadership Team.

The purpose of the Leadership Team (and MTSS subset team) will be:

1. Meet twice a month to review school-wide data (common assessments, FAIR,)
2. Through student data and samples identify instructional requisites
3. Develop or examine the progress and supplemental educational plan for students demonstrating non-mastery
4. Discuss strategies and techniques for strengthening the core curriculum which can be taken back to PLCs by the SALs for further teacher development and instructional practice.
5. Ensure fidelity of instruction and attainment of SIP goal(s) in curricular and behavioral gains
6. SALs will communicate school-wide data in PLC's from Leadership Meetings.

The Leadership Team (or subgroups within the team) responsibilities will include:

- *Develop and begin implementation of a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
 - *Assist in the SIP development by taking data to PLC meetings and cohesively develop a portion of their content goals
 - *SALS will take curriculum material and information back to present during PLCs
 - *Coaches will oversee the organization and collection of student data and samples
 - *Review student data (academic and behavior). The data will be interpreted twice; once during Leadership meetings and then again during PLCs.
- *Based on student data, recommend, coordinate and implement supplemental services (Tier 2 and 3) that match students' non-mastery of skills through:
- Tutoring during the day in small group pull-outs in reading, math, science and writing
 - Extended Learning Programs (after school and Saturdays)
 - Intensive Reading and Math classes

*In both the reading and math areas, students who are high level 2's and low level 3's are identified. All teachers will be aware of these students, as they will be progress monitored as a specific group. These students will be assessed, skills needing remediation as identified, and common assessments delivered to check for skill mastery.

*In both reading and math areas, students who were a level 4 or 5 and dropped a level are identified. All teachers will be aware of these students. These students will receive enrichment activities in reading and math to improve students' critical thinking abilities.

* Coordinate and collaborate with other working committees: Literacy Leadership Team (which is charged with developing a plan for integrating reading strategies across all other content areas).

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

The RtI (MTSS) Leadership Team helps identify needs and areas of concentration for the School Improvement Plan (SIP). The Leadership Team along with administration and the faculty were involved in the School Improvement Plan through development activities conducted during pre-planning for the 2012-2013 school year. The Leadership Team helps monitor and implement the SIP, reaches out for teacher support during PLCs, and will make adjustments to the SIP as needed throughout the year. One of the main tasks is to monitor student data related to instruction and interventions. The Leadership/ RTI will oversee the effectiveness of the strategies developed such as "Plan/Do/Check/Act" as well as "Checks for Understanding" in the classroom. Student data will be returned from PLCs and the team will make progress statements on the School Improvement Plan at the end of each quarter.

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.

Here is a summary of the assessments used to measure student progress in core and supplemental instruction.

-Data Source

FCAT released test

School Generated Excel Database Reading Coach, LA SAL, Math SAL, Science SAL, APs

Baseline and Midyear District Assessments

Scantron Achievement Series

-Person (s) Responsible SALs, PLCs, Individual teachers

-Data Source

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science Scantron

Achievement Series

-Person (s) Responsible SALs, PLCs, Individual teachers

-Program Generated Assessments:

FAIR Progress Monitoring and Reporting Network

Person Responsible- Reading Coach

CELLA Sagebrush (IPT)

Person(s) Responsible- ELL Representative/ Guidance

Common Assessments (Subject Area Generated Database)

Person(s) Responsible- SALs, individual teachers

Nine Week Exams (Subject Area Generated Database)

Person(s) Responsible- SALS, individual teachers

Semester Exams (Subject Area Generated Database)

Person(s) Responsible- SALS, individual teachers

Literacy Monday Coach/Teacher Generated Instructional Coaches/Individual teachers

The purpose of Literacy Mondays is to implement a school wide reading strategy bimonthly. Student samples will be collected and analyzed to:

- Determine if the lesson plans and teaching method used to teach the strategy was effective or needs modification
- Determine which skills need to be re-taught within the core curriculum
- Determine which students need Differentiated Instruction within the classroom and which students might need small group pull-outs
- 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

Describe the plan to train staff on MTSS.

Staff development sessions will be conducted with JMS staff when they become available from Hillsborough County's Problem Solving Team. The Professional Development sessions will occur during Tuesday morning faculty meetings through presentations and providing necessary resource tools. RtI/MTSS members who attended the district level RtI trainings will serve as consultants to the faculty guiding the process of data review and interpretation. JMS will invite our area RtI Facilitator to visit as needed to review our progress or provide on-site coaching during PLCs. New staff members will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe the plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS). In order to support MTSS at JMS, we will:

- * Streamline the vision of one system meeting the needs of ALL students working with our school initiative committees (i.e., Leadership Team, SAC meetings, lesson study, CHAMPS-school-wide behavior management).
- * Encourage data chats on an ongoing basis between teachers, guidance counselors, parents, and students.
- * Provide continued training and support for problem solving (academic and behavioral) and respond to student data as a teacher, Literacy Team, Leadership Team and in PLCs to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - JoAnn Johnson
Reading Coach – Akisha Dawson-Garcia
Assistant Principal for Administration – Rebecca Smith
Subject Area Leader Language Arts –
Subject Area Leader / Math Coach – Karen Learmond
Subject Area Leader / Science Resource – Nakia Sturup
Subject Area Leader Social Studies – Matthew Grogan
Media Specialist– Nicolette Dewsbury
Resource Teacher / SAC Chair- Nina Scaglione
6th Grade Language Arts - Melissa Zipperlen
7th Grade Science - Jodi Knowles
8th Grade Math/ Algebra - Natasha Harding
AgriScience / Electives - Robert Herrington

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

The Literacy Leadership Team (LLT) is a subset of the Jennings Middle School (JMS) Leadership Team and includes various members from all content areas. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. We have a heavy focus on "reading across all content areas" this year and the knowledge will spread through these content area team members. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. Collectively the group plans and executes different skill objectives for

each Literacy Monday.

The LLT monitors reading data and student samples (LDC and Literacy Mondays), identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses. The team then creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership Team's support plan.

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

- Professional Development- Training teachers to use "Tackling Complex Text" to equip students with strategies that can be used to break down text through cross content areas on "Literacy Mondays". Also, using close readings to expose students to a variety of text that should be read for different purposes while getting them into the habit of reading for meaning.
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis will be on-going by the team
- Implementation and evaluation of the SIP reading goals/strategies across the content areas

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

*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.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each school. The principal is the chairperson of the committee and the reading coach is an integral member as well as facilitator. She/he is also responsible for guiding the data review among the team, creating of an action plan, which may include strategies for reading for meaning and development of texts for Literacy Mondays. The team will monitoring the plan and evaluate each school year. The LLT includes representation from each content area and is responsible for reporting back to the content area during PLCs (grade level and content).

The design and delivery of close reading /grappling with text lessons through professional development and assistance will be offered to all content areas from the reading coach. An update will be provided to the LLT team to monitor the progress of teachers implementation as student sample work is returned.

Content-specific (mathematics, social studies, science and language arts) close reading/grappling complex texts lesson follow-up trainings are offered on request at JMS (by our reading coach) and Hillsborough County offers trainings throughout the school year.

*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

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 29% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (250)	32% (276)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> -Need to structure PLCs so teachers use the Plan-Do-Check-Act model while planning their own lessons -Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials. 	<ul style="list-style-type: none"> -Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log 	<ul style="list-style-type: none"> -Administration -Instructional Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific. 	<ul style="list-style-type: none"> -FAIR 3X per year -Core curriculum assessments -District formative assessments
	<ul style="list-style-type: none"> -Teachers at varying skills on locating and implementing complex texts -What does participation in "Checks for Understanding" look like in a reading lesson? 	<ul style="list-style-type: none"> -Teachers will identify/select complex text and implement close reading activities. -The Reading Coach will provide on-going training and modeling, beginning with Social Studies classes. -Student reading comprehension improves 	<ul style="list-style-type: none"> -Administration -Instructional Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -PLC logs -Lesson plan evidence -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific. 	<ul style="list-style-type: none"> -FAIR 3X per year -Literacy Mondays -Core curriculum assessments -District formative assessments

2	when students are required to provide evidence to support their answers to higher-order text-dependent questions. -Students' comprehension of course content improves by participation in regular "Checks for Understanding" during and at the close of the lesson.		
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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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 8% to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (69)	13% (112)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
-Creating Comprehension Instructional Sequence (CIS) lessons -Time and pulling students out of electives/PE to work on the reading skills	-The Comprehension Instructional Sequence will involve reading higher level texts and teaching students to text mark accurately. In addition to accurate text marking, the small groups will cite evidence to support	-Administration -Reading Coach	-PLC logs -Lesson plan evidence -Administrators and coaches conducting walk-throughs looks for implementation of CIS strategies. A walk-through form will be generated for SIP	During Small Groups: Writing prompts, analyzing questions, and student debates

1		claims in their writing, debates, and answering higher level text dependent questions. -Media Specialist and Resource teacher will collaborate to design lessons that use complex text with advanced word study -Pull academically challenging text -Informal checks for understanding throughout the lesson - Based on student understanding, the CIS facilitators will reteach a particular skill or enrich the activity -Based on the small groups product (s)/portfolio, teachers reflect on their own instruction		
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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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making gains on the 2013 FCAT Reading will increase from 56% to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (483)	59% (509)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> -Need to structure PLCs so teachers use the Plan-Do-Check-Act model while planning their own lessons -Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials. 	<ul style="list-style-type: none"> -Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log 	<ul style="list-style-type: none"> -Administration -Instructional Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific. 	<ul style="list-style-type: none"> -FAIR 3X per year -Core curriculum assessments -District formative assessments
2	<ul style="list-style-type: none"> -Lack of extra time in class for discussion with students about assessment scores -Teachers vary in comfort level about discussing assessment score with students -Teachers vary in knowledge about how to access student assessment data electronically 	<ul style="list-style-type: none"> -Student reading comprehension will improve through the use of student/teacher data chats because students will feel there is continuous accountability. To encourage learning gains, data chats will be implemented by the JMS Reading/Language Arts Teachers. <p>Teachers will:</p> <ul style="list-style-type: none"> -Discuss FCAT data with students as well as determine their reading, math, and science goals for this year -Teachers were supplied with a predetermined form by the reading coach to record data -During FAIR students will actively monitor their achievement by recording their data on tracker sheets -After FAIR students will calculate their correct responses to chat about with their reading or language arts teacher(s) -Students revisit goal and adjust/update information after each FAIR test 	<ul style="list-style-type: none"> -Instructional Coaches -Classroom Teachers 	<ul style="list-style-type: none"> -The Literacy Leadership team reviews FAIR data to determine the percentage of students showing an increase in scoring (low to medium, medium to high) at a minimum of once per 9 weeks. -Teachers will also be asked to bring their data chat sheets to PLCs when needed. 	<ul style="list-style-type: none"> -FAIR3 x per year -On-going progress monitoring of comprehension in classrooms

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% percentile making learning gains in reading will increase from 59% to 62%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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59% (175)	62% (184)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Need to structure PLCs so teachers use the Plan-Do-Check-Act model while planning their own lessons -Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials.	-Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month. -The Coach/SAL supports teachers through co-	-Administration -Instructional Coaches -District Resource Teachers	-Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific.	-FAIR 3X per year -Core curriculum assessments -District formatives assessments

		planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log			
2	-Students choosing not to enroll in ELP	Students' reading comprehension improves through receiving Extended Learning Program (ELP) assistance from teachers. This supplemental instruction and afterschool tutoring will target specific skills that are not on level or credit recovery.	-Administration	-ELP log -Administrators conducting walk-throughs looks for implementation of supplemental instruction (face-to-face tutoring as well as computerized tutorials).	-Core curriculum assessments -District formative assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The percentage of students scoring a satisfactory on the 2013 FCAT/FAA will increase from 30% to 37%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	30	37	44	51	58	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of African American students scoring satisfactory on the 2013 FCAT/FAA will increase from 23% to 31%. The percentage of Hispanic students scoring satisfactory on the 2013 FCAT/FAA will increase from 29% to 36%. The percentage of White students scoring satisfactory on the 2013 FCAT/FAA will increase from 41% to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American: 23%(91) Hispanic: 29%(57) White: 41% (90)	African American 31%(123) Hispanic: 36%(71) White: 47%(103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	-Need to structure PLCs so teachers use the Plan-Do-Check-Act model while planning their own lessons -Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials.	-Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher	-Administration -Instructional Coaches -District Resource Teachers	-Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific.	-FAIR 3X per year -Core curriculum assessments -District formative assessments

1		order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log			
2	-Teachers at varying skills on locating and implementing complex texts -What does participation in "Checks for Understanding" look like in a reading lesson?	-Teachers will identify/select complex text and implement close reading activities. -The Reading Coach will provide on-going training and modeling, beginning with Social Studies classes. -Student reading comprehension improves when students are required to provide evidence to support their answers to higher-order text-dependent questions. -Students' comprehension of course content improves by participation in regular "Checks for Understanding" during and at the close of the lesson.	-Administration -Instructional Coaches -District Resource Teachers	-PLC logs -Lesson plan evidence -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific.	-FAIR 3X per year -Literacy Mondays -Core curriculum assessments -District formative assessments

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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students scoring satisfactory on the 2013 FCAT/FAA will increase from 15% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(13)	24%(21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Lack of teacher resources -Lacking material that promotes listening/speaking development	-Teacher(s) will use visual aids throughout the classroom environment. Specifically labeling: classroom objects, furniture, and materials in English.	-Administrative Resource Teacher -Reading Coach -Guidance Counselor	-ESOL Strategies checklist and interacting with students in informal conversations.	- CELLA -Ongoing teacher assessments (written and oral
	-Students lacking essential skills in content	-ELL student achievement improves	-Administrative Resource Teacher	-The ESOL strategies checklist will be	-Data from core assessments will

2	reading -Teachers at varying levels of ELL strategy implementation and understanding of students needs.	through the effective and consistent implementation of ELL strategies (A+ Rise), modifications, and accommodations. The Reading Coach will co-teach with the ELL instructor and work with the ELL students on being able to identify/answer higher order text dependent questions.	-Guidance Counselor	completed monthly by the ART and guidance counselor walk-throughs/informal observations. The Reading Coach will also look over data with the teacher to identify areas of needed improvement in text dependent questioning. - In PLCs the ELL teachers will provide student results for FAIR data chats.	be aggregated by ELLs to drive future instruction. -FAIR 3x Per Year
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD students scoring satisfactory on the 2013 FCAT/FAA will increase from 15% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(36)	24%(57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	- School needs a systematic procedure for ongoing and regular review of students IEPs by both the ESE and general education teachers.	- General Education and ESE teachers will provide consistent and ongoing implementation of IEP strategies, goals and modifications.	- Principal - Assistant Principal - ESE specialist	- ESE Specialist and APC will review IEP progress reports	FAIR and core curriculum assessments

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students scoring satisfactory on the 2013 FCAT/FAA will increase from 29% to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(224)	36%(278)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	- Need to structure PLCs so teachers use the Plan-Do-Check-Act model while planning their own lessons	- Students' comprehension of course content/standards increases through teachers working	- Administration - Instructional Coaches - District Resource Teachers	- Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. - PLC logs	- FAIR 3X per year - Core curriculum assessments - District formative assessments

1	<p>-Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials.</p>	<p>collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month.</p> <p>-The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log</p>		<p>-Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific.</p>	
2	<p>-Teachers at varying skills on locating and implementing complex texts</p> <p>-What does participation in "Checks for Understanding" look like in a reading lesson?</p>	<p>-Teachers will identify/select complex text and implement close reading activities. -The Reading Coach will provide on-going training and modeling, beginning with Social Studies classes.</p> <p>-Student reading comprehension improves when students are required to provide evidence to support their answers to higher-order text-dependent questions.</p> <p>-Students' comprehension of course content improves by participation in regular "Checks for Understanding" during and at the close of the lesson.</p>	<p>-Administration</p> <p>-Instructional Coaches</p> <p>-District Resource Teachers</p>	<p>-PLC logs</p> <p>-Lesson plan evidence</p> <p>-Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific.</p>	<p>-FAIR 3X per year</p> <p>-Literacy Mondays</p> <p>-Core curriculum assessments</p> <p>-District formative assessments</p>

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension	Grades 6-8	District Training or Reading Coach	All teachers school-wide	Ongoing	Classroom walkthroughs	-Administrators -Coaches -Subject Area Leaders

Designing and Delivering a Close Reading Lesson Using in-Depth Questioning	Grades 6-8	District Training or Reading Coach	All teachers school-wide	Ongoing PLCs	Classroom walkthroughs, PLCs, Create Lesson Plans	-Administrators -Coaches - Subject Area Leaders
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students	Grades 6-8	District Training	Reading and Language Arts Teachers	August 2012	Classroom walkthroughs	-Administrators -Reading Coach - Subject Area Leaders
Checks for Understanding	Grades 6-8	District Training	All teachers school-wide	November 2012	Classroom walkthroughs	-Administrators -Reading Coach -Subject Area Leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The percentage of students scoring proficient will increase from 60% to 63% in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

60% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Lack of teacher resources -Lacking material that promotes listening/speaking development	Teacher(s) will use visual aids throughout the classroom environment. Specifically labeling: classroom objects, furniture, and materials in English.	-Administrative Resource Teacher -Reading Coach -Guidance Counselor	ESOL Strategies checklist and interacting with students in informal conversations.	-CELLA -Ongoing teacher assessments (written and oral)

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring proficient in reading will increase from 15% to 18%.

2012 Current Percent of Students Proficient in reading:

15% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Students lacking essential skills in content reading -Teachers at varying levels of ELL strategy implementation and understanding of students needs.	-ELL student achievement improves through the effective and consistent implementation of ELL strategies (A+ Rise), modifications, and accommodations. The Reading Coach will co-teach with the ELL instructor and work with the ELL students on being able to identify/answer higher order text dependent questions.	-Administrative Resource Teacher -Guidance Counselor	The ESOL strategies checklist will be completed monthly by the ART and guidance counselor walk-throughs/informal observations. The Reading Coach will also look over data with the teacher to identify areas of needed improvement in text dependent questioning. - In PLCs the ELL teachers will provide student results for FAIR data chats.	-Data from core assessments will be aggregated by ELLs to drive future instruction. -FAIR 3x Per Year

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in writing will increase from 21% to 25%.

2012 Current Percent of Students Proficient in writing:

21% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Students lacking adequate knowledge of grammar, syntax, thesis statements and editing in English	-ELL student achievement improves through the effective and consistent implementation of ELL strategies, modifications, and accommodations. Teachers will scaffold the writing process. Implementing language or picture dictionaries will assist the novice writers.	-Administrative Resource Teacher -Guidance Counselor	-The ESOL strategies checklist will be completed monthly by the ART and guidance counselor walk-throughs/informal observations. -In PLCs the ELL teachers will provide student samples for data chats.	-CELLA -Ongoing Writing Assessments -Grammar assessments given by the teacher

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Middle School Mathematics Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 31% to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (267)	36% (310)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> -Need to structure PLCs so they use the Plan-Do-Check-Act model. -Teachers are at varying skill levels using checks for understanding to increase learning for all. 	<ul style="list-style-type: none"> -Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. -Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month in PLCs. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach will meet with the principal to review log. 	<ul style="list-style-type: none"> -Administration -Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Evidence in lesson plans -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific. 	<ul style="list-style-type: none"> -Core curriculum assessments -District formative assessments
	<ul style="list-style-type: none"> -Teachers are at varying levels of ability with identifying complex text and implementing close reading strategies using core curriculum materials. -Time to plan and analyze data 	<ul style="list-style-type: none"> -A school-wide focus will be on reading across all content areas, specifically on improving students grappling with complex text. -Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share how to dissect complex text with all students. - 	<ul style="list-style-type: none"> -Administration -Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific. 	<ul style="list-style-type: none"> -Core curriculum assessments -District formative assessment -Literacy Monday Student Samples

2	<p>Teachers will use the gradual release model. All content area teachers are responsible for implementing reading.</p> <p>To complete this task teachers will:</p> <ul style="list-style-type: none"> - Spend time sharing, researching, teaching, and modeling researched-based best-practice strategies to incorporate with their class in PLCs. - Identify the essential skills and learning targets for the upcoming unit of instruction. - In PLCs answer the question: "What do we want students to learn in this unit?" - Use the common assessment to guide the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" -Track what students have learned. Reflect on the student assessment data. -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. 		
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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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 10% to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (86)	15% (129)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Time to meet with Coach (before/after lesson) -Teachers unfamiliar with different instructional strategies	-Teachers will create lessons that incorporate different instructional strategies (Think/Pair/Share, etc) and use best practices (daily objective posted, bell work, higher order thinking skills, and checks for understanding). -Lessons will be created in PLCs with the coach and schedules dates for the coach to observe the lesson and debrief/reflect after the lesson with the teacher	Math Coach Math DRT	-PLC logs -Evidence in lesson plans -Coach conducting informal observations	-Checks for Understanding in lesson -Core curriculum assessments -District formative assessments
2	-Students are not challenged in a way that promotes higher performance in mathematics.	-The students scoring 4's or 5's on the 2012 FCAT will work in small enrichment groups with the Comprehension Instructional Sequence (CIS) model. This enrichment in reading and math will involve students reading higher level texts, pulling out necessary material to build and solve word problems, while also generating questions of their own and support claims in their writing prompts. -Additional enrichment will be provided through participation in math competitions: Math Counts and Math League.	Principal Math Coach Math DRT Math Count: Natasha Harding Math League: Matthew Holmes (6th) Marie Connelly (7th) Natasha Harding (Alg. H)	-PLC logs -Administrators and coaches conducting walk-throughs looks for implementation of CIS strategies. A walk-through form will be generated that is SIP specific.	-Core curriculum assessments -District formative assessments

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The percentage of students making learning gains in mathematics on the 2013 FCAT will increase from 53% to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (457)	58% (500)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> -Need to structure PLCs so teachers use the Plan-Do-Check-Act model. -Teachers are at varying skill levels using checks for understanding to increase learning for all. 	<ul style="list-style-type: none"> -Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. -Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month in PLCs. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach will meet with the principal to review log. 	<ul style="list-style-type: none"> -Administration -Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Evidence in lesson plans -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific. 	<ul style="list-style-type: none"> -Core curriculum assessments -District formative assessment

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:		The percentage of students in the lowest 25% percentile making learning gains in mathematics will increase from 61% to 66%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61% (198)		66% (214)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Need to structure PLCs so teachers use the Plan-Do-Check-Act model while planning their own lessons -Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials.	-Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month. -The Coach/SAL supports teachers through co-	-Administration -Instructional Coaches -District Resource Teachers	-Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches conducting walk-throughs looks for implementation of strategies. A walk-through form will be generated that is SIP specific.	-Core curriculum assessments -District formative assessments

		planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review department log.			
2	-Students choosing not to enroll in ELP	Students' reading comprehension improves through receiving Extended Learning Program (ELP) assistance from teachers. This supplemental instruction and afterschool tutoring will target specific skills that are not on level or credit recovery.	-Administration	-ELP log -Administrators conducting walk-throughs looks for implementation of supplemental instruction (face-to-face tutoring as well as computerized tutorials).	-Core curriculum assessments -District formative assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # The percentage of students scoring a satisfactory on the 2012-2013 FCAT/FAA will increase from 32% to 39%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	39	45	51	57	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	African American Students scoring a satisfactory on the FCAT/FAA will increase from 22% to 30%. Hispanic students scoring a satisfactory on the FCAT/FAA will increase from 35% to 42%. White students scoring a satisfactory on the FCAT/FAA will increase from 43% to 49%
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American: 22% (87) Hispanic: 35%(69) White: 43%(95)	African American: 30%(119) Hispanic: 42%(83) White: 49%(108)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Need to structure PLCs so they use the Plan-Do-Check-Act model. -Teachers are at varying skill levels using checks for understanding to increase learning for all.	-Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. -Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks	-Administration -Coaches -District Resource Teachers	-Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Evidence in lesson plans -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific.	-Core curriculum assessments -District formative assessments

		<p>for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month in PLCs.</p> <ul style="list-style-type: none"> -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach will meet with the principal to review log. 			
2	<ul style="list-style-type: none"> -Teachers are at varying levels of ability with identifying complex text and implementing close reading strategies using core curriculum materials. -Time to plan and analyze data 	<ul style="list-style-type: none"> -A school-wide focus will be on reading across all content areas, specifically on improving students grappling with complex text. -Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share how to dissect complex text with all students. - Teachers will use the gradual release model. All content area teachers are responsible for implementing reading. <p>To complete this task teachers will:</p> <ul style="list-style-type: none"> - Spend time sharing, researching, teaching, and modeling researched-based best-practice strategies to incorporate with their class in PLCs. - Identify the essential skills and learning targets for the upcoming unit of instruction. -In PLCs answer the question: "What do we want students to learn in this unit?" - Use the common assessment to guide the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" -Track what students have learned. Reflect on the student assessment data. -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. 	<ul style="list-style-type: none"> -Administration -Coaches -District Resource Teachers 	<ul style="list-style-type: none"> -Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific. 	<ul style="list-style-type: none"> -Core curriculum assessments -District formative assessment -Literacy Monday Student Samples

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	ELL students getting a satisfactory on the FCAT/FAA will increase from 27% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(23)	34%(30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Lack of teacher resources -Lacking material that promotes listening/speaking development	Teacher(s) will use visual aids throughout the classroom environment. Specifically labeling: classroom objects, furniture, and materials in English.	-Administrative Resource Teacher -Reading Coach -Guidance Counselor	ESOL Strategies checklist and interacting with students in informal conversations.	- CELLA -Ongoing teacher assessments (written and oral)
2	-Students lacking essential skills in content reading -Teachers at varying levels of ELL strategy implementation and understanding of students needs.	-ELL student achievement improves through the effective and consistent implementation of ELL strategies (A+ Rise), modifications, and accommodations. The Math Coach and spanish speaking Math Teacher will co-teach with the ELL instructor and work with the ELL students on being able to master appropriate grade level mathematics skills.	-Administrative Resource Teacher -Guidance Counselor	The ESOL strategies checklist will be completed monthly by the ART and guidance counselor walk-throughs/informal observations. The Math coach will also look over data with the teacher to identify areas of needed improvement.- In PLCs the ELL teachers will provide student results for content area assessments.	-Data from core assessments will be aggregated by ELLs to drive future instruction

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities making a satisfactory on the FCAT/FAA will increase from 15% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(25)	24%(40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School needs to have systematic procedure for ongoing and regular review of students IEPs by both the ESE teachers	General Education and ESE teachers will provide consistent and ongoing implementation of IEP strategies, goals and	Principal, Assistant Principal, ESE specialist	ESE Specialist and APC will review IEP progress reports	core curriculum assessments

and general education. modifications.

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically disadvantaged students making a satisfactory on the FCAT/FAA will increase from 30% to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(232)	37%(286)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Need to structure PLCs so they use the Plan-Do-Check-Act model. -Teachers are at varying skill levels using checks for understanding to increase learning for all	-Students' comprehension of course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. -Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month in PLCs. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach will meet with the principal to review log.	-Administration -Coaches -District Resource Teachers	-Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Evidence in lesson plans -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific.	-Core curriculum assessments -District formative assessments
	-Teachers are at varying levels of ability with identifying complex text and implementing close reading strategies using core curriculum materials. -Time to plan and analyze data	-A school-wide focus will be on reading across all content areas, specifically on improving students grappling with complex text. -Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share how to dissect complex text with all students. - Teachers will use the gradual release model. All content area teachers	-Administration -Coaches -District Resource Teachers	Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. -PLC logs -Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific.	-Core curriculum assessments -District formative assessment -Literacy Monday Student Samples

2	<p>are responsible for implementing reading.</p> <p>To complete this task teachers will:</p> <ul style="list-style-type: none"> - Spend time sharing, researching, teaching, and modeling researched-based best-practice strategies to incorporate with their class in PLCs. - Identify the essential skills and learning targets for the upcoming unit of instruction. - In PLCs answer the question: "What do we want students to learn in this unit?" - Use the common assessment to guide the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" - Track what students have learned. Reflect on the student assessment data. - 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. 		
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Algebra End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 63% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (72)	70% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	-Need to structure PLCs so teachers use the Plan-Do-Check-Act	-Students' comprehension of course	-Administration -Coaches -District Resource	-Coaches will facilitate logs to monitor the Plan-Do-Check-Act	-Core curriculum assessments -District

1	<p>model.</p> <p>-Teachers are at varying skill levels using checks for understanding to increase learning for all.</p>	<p>content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. - Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month in PLCs.</p> <p>-The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach will meet with the principal to review log.</p>	Teachers	<p>cycle on units of instruction.</p> <p>-PLC logs</p> <p>-Evidence in lesson plans</p> <p>-Administrators and coaches will conduct walk-throughs looking for implementation of strategies and will use a generated form that is SIP specific.</p>	formatives assessments
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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 group:

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p> <p>Algebra Goal #2:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

<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:</p>	
<p>1. Students scoring at Achievement Level 3 in</p>	

Geometry.				
Geometry Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.				
Geometry Goal #2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Learning Games in Math	Grades 6-8	Math Coach	Math Teachers (6-8 grade)	TBD	Classroom Walk-throughs	-Math Coach
Cooperative Learning	Grades 6-8	Math DRT and Math Coach	Math Teachers (6-8 grade)	Ongoing	Classroom Walk-throughs	-Administration -Math Coach

Teaching Low Achievement Strategies	Grades 6-8	Math Coach	Math Teachers (6-8 grade)	October 2, 2012	Classroom Walk-throughs and Observations	-Math Coach
Checks for Understanding	Grades 6-8	District Trainer	School-wide	November 2012	Classroom Walk-throughs and Observations	-Administration -Math Coach -District Resource Teachers -Subject Area Leader

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 22% to 25%.			
Science Goal # 1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
22% (59)			25% (67)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	- PLCs need to be restructured to use	-Students' comprehension of	Administration Coaches	-Coaches will facilitate logs to monitor the	-During the Grading Period

1

<p>the Plan-Do-Check-Act model. -Teachers are at varying levels of ability of identifying complex text and implementing close reading strategies using Science core curriculum materials. -Teachers are at varying skill levels of using text-dependent higher order questions. -Teachers are at varying skill levels using checks for understanding to increase learning for all.</p>	<p>course content/standards increases through teachers working collaboratively in course-specific or grade-level PLCs to implement the Plan-Do-Check-Act model. Specifically, teachers will identify the common assessment, unpack the assessment, use backward design to plan lessons, plan higher order text and task dependent questions, plan checks for understanding and analyze data to drive remediation and enrichment. Teachers will meet a minimum three times a month. -The Coach/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log. -Students' comprehension of course content improves by participation in regular "Checks for Understanding" during and at the close of the lesson. -Students' comprehension of course content improves though engagement in task-dependent or text-dependent questions. In the beginning the use of complex text will be identified by the coaches.</p>	<p>District Resource Teachers</p>	<p>Plan-Do-Check-Act cycle on units of instruction. -Administrators and coaches conducting walk-throughs will look for implementation of strategies. -Teachers/PLCs use data gathered from checks for understanding and core curriculum assessments to drive future instruction. - Common core curriculum assessment data and teacher walk-through data is shared with the Leadership Team. This data is used to drive problem-solving, professional development, teacher support, and supplemental instruction. The data gathered by the Leadership team is shared every six weeks with the district STAAR team using the problem solving model. Specifically, the data is examined using the following questions: 1) What is the evidence of implementation, 2) What are the concerns? What are the celebrations? and 3) What are the next steps?</p>	<p>- Common assessments: pre, post, mid, section, end of unit, intervention checks Literacy Monday -Student data of the literacy strategy will be reviewed to verify whether or not the skill was mastered. If not, teachers will have a quick mini lesson to re-address the skill/strategy.</p>
<p>-Teachers are at varying levels of ability with identifying complex text and implementing close reading strategies using core curriculum materials. -Time to plan and analyze data</p>	<p>-A school-wide focus will be on reading across all content areas. This will improve when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share how to dissect complex text with all students. -Teachers will use the gradual release model. All content area teachers are responsible for implementing reading.</p>	<p>Who: -Principal -AP(s) -Instructional Coaches/Resource -Subject Area Leaders How: - Complete PLC Logs -PLCs submit logs to administration and/or coach after a unit of instruction is complete. -Administration</p>	<p>-PLCs submit logs to administration and/or coach after a unit of instruction is complete. -Administration and coaches rotate through PLCs looking for proof of complex text discussion and places within the curriculum that it is implemented. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>During the Grading Period - Common assessments: pre, post, mid, section, end of unit, intervention checks Literacy Monday -Student data of the literacy strategy will be reviewed to verify whether or not the skill was mastered. If not, teachers will have a quick mini lesson to re-address the skill/strategy.</p>

2

Action Steps:
- As a Professional Development activity, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies to incorporate with their class.
- PLCs will identify the essential skills and learning targets for the upcoming unit of instruction.
- PLCs answer the question: "What do we want students to learn in this unit?"
- In PLCs teachers will use the common assessment to guide the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"
Specifically, PLCs will reflect on the following questions:
1. Does the assessment match the intended essential learnings and learning targets
2. How will we collect and track end-of-unit assessment data in order to evaluate student growth?
- In PLCs teachers will develop ways incorporating effective strategies on reading across all content areas
- At the end of the unit, teachers give a common assessment
- Teachers bring assessment data back to the PLCs.
- 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 be re-taught to targeted students
- Based on the data, teachers reflect on their own teaching

and coach rotate through PLCs looking for proof of complex text discussion.
- Administration shares the positive outcomes observed in PLC meetings on a monthly basis.

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:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.				
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:				
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.				
Science Goal #2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.				
Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry in the Science Classroom	Grades 6-8	Science Resource Teacher/SAL	Science Teachers	TBD	Classroom Walk-throughs and Observations, Evidence in Lesson Plans, Common Assessments	-Administration -Coaches/Resource
Higher Order Thinking (H.O.T.) in Science	Grades 6-8	Science Resource Teacher/SAL	Science Teachers	TBD	Per Quarter Classroom Walk-throughs and Observations, Evidence in Lesson Plans, Common Assessments	-Administration -Coaches/Resource
Checks for Understanding	Grades 6-8	District Trainer	School-wide	November 2012	Classroom Walk-throughs and Observations	-Administration -Coach -District Resource Teacher

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Writing Goals

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

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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring a 4.0 or higher on FCAT Writes will increase from 63% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (169)	68% (182)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> Familiarize teachers in PLCs to use the Plan-Do-Check-Act model. Teachers are at varying levels of identify complex and implementing close reading strategies using core curriculum materials. Teachers are at varying skill levels of using text-dependent high order questions. Teachers are at varying skill levels using co-checks for understanding to increase learning for all. 	<ul style="list-style-type: none"> Teachers will implement the plan-do-check-act model to strengthen the core curriculum. Teachers will meet a minimum of three times per month in PLCs with SAL/Writing Resource to increase content knowledge and lesson plan effectively. The writing resource/SAL supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the writing resource teacher meets with the principal to review log. Students' ability to write proficiency due to an emphasis on teacher conferencing with students about their writing. Students' understanding of, interpretation of, and response to instruction will increase due to participation in engaging academic lessons and rigor. Rigor will be monitored through the common Springboard embedded assessments. 	<ul style="list-style-type: none"> Coaches will facilitate logs to monitor the Plan-Do-Check-Act cycle on units of instruction. Administrators and coaches conducting walk-throughs looks for implementation of strategies that were discussed in PLCs. 	<ul style="list-style-type: none"> Administrators and coaches conducting walk-throughs looks for implementation of strategies. Springboard embedded assessments and student samples 	<ul style="list-style-type: none"> Springboard embedded assessments Monthly writing prompts.

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:

1b. Florida Alternate Assessment: Students scoring	
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at 4 or higher in writing.			
Writing Goal #1b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
No Data Submitted			

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writes 2013	Grades 6-8	District Trainers	Middle School Language Art Teachers	Ongoing	Classroom Walk-throughs and Observations, Evidence in Lesson Plans, Common Assessments	-Administration -Writing Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Civics End-of-Course (EOC) Goals

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

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:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:		The percentage of students scoring proficient on the 2013 Civics End-of-Course exam will be above 55%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
no data		55% ()		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:				
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	We will exceed the district goal of student attendance at 96%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90.25%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
260	210
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)			Tardies (10 or more)		
28			18		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Deficiency of enthusiasm to attend school.	Create attendance incentives for students that maintain perfect attendance every quarter. (Field Day, Movie and Snacks/Snow cones, award recognition during honor assembly)	Administration Social Worker Drop-out Prevention Specialist Guidance Department	Monitoring of the attendance report and during lunches the Guidance Department will circulate the cafeteria encouraging students to keep up their perfect attendance	-Monthly attendance report -Teacher attendance logs -Attendance intervention forms -Student Intervention Specialist parent contact log -Attendance committee agendas and minutes
2	Lack of transportation when missing the bus	Have transportation available to children that miss the bus (Drop Out Prevention Specialist or School Officer)	Administration Social Worker Drop Out Prevention Specialist Guidance Dept.	Monthly monitoring of attendance rates and create a service log for students needing a ride to school from HCPS/JMS Employee	Monthly Attendance Report
3	Absences due to influenza	Promote immunization for the flu	School Nurse Social Worker Principal	Monthly monitoring of attendance rates and observing trends of reported influenza in students	Monthly Attendance Report
4	Teachers lacking time to call parents	<p>The school has an attendance committee that meets monthly to monitor data and problem solve challenges and identify successes. In addition, the team oversees the school-wide attendance plan. The plan calls for teachers to call parents for students who have three unexcused absences during a nine week period. A positive teacher incentive program is in place to encourage teachers to make the phone contact.</p> <p>The attendance committee monitors attendance reports in order to notify guidance counselors about students who have reached 5 unexcused absences. Guidance counselors, in turn, initiate the attendance intervention plan. Guidance counselors keep their records in binders which are monitored by the</p>	Administration Social Worker Drop Out Prevention Specialist Guidance Dept.	-Monitoring of the attendance report -Identifying students to refer to guidance and having the JMS Administration verify parental contact.	-District attendance reports -Teacher attendance logs -Attendance intervention forms -Student Intervention Specialist parent contact log • Attendance committee agendas and minutes

		administration. Guidance counselors make parent contact at 5 days unexcused.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic 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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	To decrease the out of school suspension rate in an effort to increase instructional time for students

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
441	400
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
260	225
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
973	873
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
507	420

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers that don't use presuspension interventions	make use of presuspension interventions such as mediation, parent conferences, detention, ISS, Sat. School, and guidance referrals	Administration will monitor using discipline reports on demand, and intervention logs	Monthly monitoring out of school suspension rate	Administration reports

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Based on the 2011-2012 School Climate and Perception Survey for Parents, who strongly agree with the indicators under Communication will increase from 17% to 25% in 2012-2013. (Only 8% of of parents responded to the survey.)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
17%	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Teacher outreach to parents -Teacher/Parent communication through EdLine -Students not sharing information with parents	To increase the parent involvement in PTSA, participation in Conference Nights or any academic functions	-Administration -School Staff -Students -Parent Liaison	-Correspondence through Newsletter(s) -Morning Show and Afternoon Announcements -EdLine	-Use a response log as well as a sign-in sheet to ask parents to rate the event and ways for improve communication

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 (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Teachers will implement project/problem-based learning in math, science and CTE electives.			
STEM Goal # 1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Common planning time -Training on the various pieces of technology available	Students achievement improves through the effective and consistent use of project based learning.	-Subject Area Leaders -Elective Team Leader	-Administration or SAL walk-throughs -PLC logs that show proof of project based learning embeded in lessons	-Tracking the number of project based lessons per nine weeks (Science, Math, and CTE) -Report the numbers back to SAL/Coach for discussion during

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mimio Training	Grades 6-8	JMS Media Specialist	Voluntary / school-wide	October 15, 2012	-Evidence of incorporating technology and project based learning in classrooms -Administration or Coach walk-throughs	-Administration -Coaches/SAL(s)
Checks for Understanding	Grades 6-8	District Trainer	School-wide	November 2012	-Classroom Walk-throughs and Observations	-Administration -Coaches/SAL(s)

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE	JMS will increase the number of Career Technical Educational (CTE) Student Organization chapters from

CTE Goal #1:		100 members in 2011-2012 to 155 members in 2012-2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	-Lack of student involvement/motivation - Lack of student transportation for after school or off campus activities	Students become more engaged in school when there are opportunities to become involved with CTSO competitions/events.	-CTE Teachers -Club Advisors	-Analyze Club log of involvement and recruitment success	-Log of number of students who attend CTSO events

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Matters	Grades 6-8	District Training	Elective Teachers	Ongoing	-Classroom Walk-throughs and Observations	-Administration -Coaches -District Resource Teachers -SALs
Checks for Understanding	Grades 6-8	District Trainer	School-wide	November 2012	-Classroom Walk-throughs and Observations	-Administration -Coaches -District Resource Teachers -SALs

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Additional Goal(s)

Health and Fitness Goal Goal:

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:

1. Health and Fitness Goal Goal Health and Fitness Goal Goal #1:	During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 44% on the Pretest to 54% on the Posttest.
2012 Current level:	2013 Expected level:
44%	54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling of elective classes	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 APC	Checking of student schedules	Student schedules Master schedule
2	Retrieving data	Health and physical activity initiatives developed and implemented by the Physical Education Department.	Principal APC	Data on the number of students scoring in the Healthy Fitness Zone (HFZ).	PACER test component

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 (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Health and Fitness Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/25/2012)

School Advisory Council

School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC will has budgeted \$1200.00 for student incentives (certificates, trophies, and refreshments) throughout the year.	\$1,200.00
Sac will support parental involvement through two Parent Nights (Fall and Spring) and will include supplies and refreshments.	\$100.00
SAC will provide student enrichment by supporting Saturday school activities.	\$500.00
SAC will support incentives for ESE student behaviors.	\$500.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council (SAC), in conjunction with the faculty, is responsible for initiating the development of the School Improvement Plan. SAC meets on a monthly basis to monitor the progress of the stated objectives within the SIP and coordinates the budget to assist with the implementation of the strategies and activities written into the SIP. If/when there are modifications and adjustments that need to occur within the document the SAC ensures that these are recorded. SAC also sponsors school-wide events that support the school environment in obtaining their goals and seeing increased levels of student achievement. Parent, student, and school district employees will receive meeting advertisements in the newsletter, school marquee, as well as announcements in PTSA meetings.

November: Status of activities SAC is sponsoring to support SIP.

Review Reading Goal
Highlight strategies being used in reading

December: Review Math Goal
Highlight strategies being used in math
Review reading progress monitoring data

January: Review Writing Goal
Highlight strategies being used in writing
Review progress monitoring data for math

February: Review Science Goal
Highlight strategies being used in science
Review progress monitoring data for writing

March: Review district-level mid-year testing data
Status of SAC sponsored activities/budget

April: Review all strategies in current plan
Begin discussion of ideas (strategies, professional development, progress monitoring) for the next school year
Discuss new members and election procedure for SAC

May: Review all strategies in current plan
Continue discussion of ideas
Decide summer work participants
Conduct election procedures for 2013-2014

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Hillsborough School District JENNINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	53%	78%	26%	202	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	67%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	69% (YES)			135	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					458	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Hillsborough School District JENNINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	51%	89%	31%	220	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	70%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	72% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					479	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested