

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Webb Middle School	District Name: Hillsborough
Principal: Marcos Murillo	Superintendent: Mary Ellen Elia
SAC Chair: Cynthia Nagel	Date of School Board Approval:

Commented [DP1]: Marcos, I enjoyed reading your school improvement plan and can tell that you and your leadership team put a lot of time and effort into it. Any comments that must be corrected for the SIP to be complete and meet minimum requirements will be highlighted in yellow. Thankou!

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Marcos Murillo	BS M Ed. School Principal PE 6-12 Spanish K-12 Ed Leadership	5	9	11/12 C For 11-12 Reading-60 pts Learning Gains;54 pts Bottom 25% Learning Gains; Math 73 pts Learning gains, 70 pts bottom 25% Learning Gains 10/11 B 82% AYP 09/10 B 85% AYP 08/09 C 72% AYP
Assistant Principal	Bernadette Washington	Early Childhood; Elementary Education; Guidance and Counseling (Pre-K-12); Ed Leadership ESOL Gifted endorsement	2	23	11/12 C For 11-12 Reading-60 pts Learning Gains;54 pts Bottom 25% Learning Gains; Math 73 pts Learning gains, 70 pts bottom 25% Learning Gains 10/11 D 74% AYP 09/10 C 77% AYP 08/09 C 74% AYP
Assistant Principal	Michael McHugh	BS M Ed General Science 5-9 Ed Leadership	A4	4	11/12 C For 11-12 Reading-60 pts Learning Gains;54 pts Bottom 25% Learning Gains; Math 73 pts Learning gains, 70 pts bottom 25% Learning Gains 10/11 B 82%AYP 09/10 B 85% AYP

Commented [DP2]: Great job with prior performance record. Very specific!

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jacqueline Enis	Ed Leadership K-12 ESE K-12 ESOL K-12 Reading Endorsement K-12	11	6	11/12 C For 11-12 Reading-60 pts Learning Gains;54 pts Bottom 25% Learning Gains 10/11 B 82% AYP 09/10 B 85% AYP 08/09 C 72% AYP
Math	Anita Roberts	Gifted Math 6-12 Middle Grades Math 5-9	6	4	11/12 C For 11-12 Math 73 pts Learning gains, 70 pts bottom 25% Learning Gains 10/11 B 82% AYP 09/10 B 85% AYP 08/09 C 72% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Renaissance Interview Day – Teacher Recruiter for the District	Supervisor of Teacher Recruitment	June 2012	
3. Salary Differential (Renaissance Schools)	General Director of Federal Programs	Ongoing	
4. District Mentor Program	District Mentors	Ongoing	
5. District Peer Program	District Peers	Ongoing	
6. Schools-based teacher recognition system	Principal	Ongoing	
7. Opportunities for Teacher Leadership	Principal	Ongoing	
8. Regular time for teacher collaboration	Principal	Ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Kristen Kirk *In field for all classes *Not highly qualified for Science	Working on science certification. Mentor is Carol Campbell. Will be certified in science 5-9 by October 8, 2013. She is in the TIP program and taking TIP PD courses.
Robin Hoglievina *In field for all classes *Not highly qualified for Gifted	Signed agreement to earn

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	5% (3)	24% (15)	54% (33)	16% (10)	55% (34)	96% (58)	21% (13)	5% (3)	29% (18)

Commented [DP3]: Great job with staff demographics and mentoring information.

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anita Roberts (school) Carol Campbell (District)	Bibiana Rodriguez-Lockwood	Math Coach	On-going co-planning, modeling of lessons and observation with feedback.
Jacqueline Enis (school) Carol Campbell (District)	Rosemary Guadalupe	Certified in English 6-12 and ESE. Working on ELL and Reading Endorsement.	On-going co-planning, modeling of lessons and observation with feedback.

Additional Requirements

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Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school, in-school and summer programs, quality teachers through professional development, content resource teachers and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p>Title I, Part D The District receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II The District receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.</p>
<p>Title III Services are provided through the District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>
<p>Title X- Homeless The District receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs Anti-Bullying team trained for the Olweus bullying program</p>
<p>Nutrition Programs N/A</p>
<p>Housing Programs N/A</p>
<p>Head Start N/A</p>
<p>Adult Education N/A</p>
<p>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.</p>
<p>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.</p>
<p>Other</p>

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team</p> <ul style="list-style-type: none"> • Principal • Assistant Principal for Curriculum • Guidance Counselors • School Psychologist • Social Worker • Academic Coaches • ESE Specialist • ELL Coordinator
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and to use performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and to determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.</p> <p>The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:</p> <ul style="list-style-type: none"> • Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental, and Tier 3/Intensive) <ul style="list-style-type: none"> ○ Tutoring during the day in small group pull-outs in reading, math and science ○ Morning math tutoring ○ Extended Learning Programs during and after school ○ Saturday Academies ○ Intensive Reading and Math classes ○ Extended Homeroom once a week ○ Create manage, and update the school resource map ○ SIS conferences with individuals and groups • Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Review and interpret student data (academic, behavior and attendance) at the school and grade levels • Organize and support systematic data collections as needed • Strengthen the Tier 1 (core curriculum) instruction through the: <ul style="list-style-type: none"> ○ Implementation and support of PLCs ○ Use of school-based <i>Reinforcement Instructional Calendars, Mini-lessons and Mini-assessments</i> ○ Use of Mini assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT) ○ Use of <i>Common Core Assessments</i> at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT) ○ Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g. Differentiated Instruction) ○ Communication with major stakeholders (e.g. parents, business partners, etc.) regarding student outcomes through data summaries and conferences • At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks. • Assist with planning, implementing and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs • Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model) on specific tested benchmarks and progress monitoring. • Coordinate/collaborate with other committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas). • Use interventions planning forms to communicate initiatives between the PSLT and PLCs.
<p>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?</p> <ul style="list-style-type: none"> • The Chair of SAC is a member of the PSLT

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- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the grade level or subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation:
 - Review and analyze screening and collateral data
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - Develop and target interventions based on confirmed hypotheses
 - Establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - Develop progress monitoring goals to determine when student(s) need more or less support (e.g. frequency, duration, intensity) to meet established class, grade and/or school goals (e.g. use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - Review goal statements to ensure they are ambitious, time-bound and meaningful (e.g. SMART goals)
 - Assess the fidelity of instruction/intervention implementation and other PSLT/RtI processes

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

CORE CURRICULUM (Tier 1) Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

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

Describe the plan to train staff on MTSS.

Our school will invite Area II RtI Facilitators to provide trainings to help staff implement the PS/RtI process and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. .

Describe plan to support MTSS.

PSLT team meets Wednesdays to discuss individual students and core issues. One week-discuss student concerns; next is core issues. We have a Reading goal and our Reading Resource working with struggling students in pull out groups. Teachers have had trainings about RTI. In 2010-11 our Area 2 RTI contact went to PLCs with an overview of RTI. Training continued 2011-2012 with Rebecca and leadership team in August as a refresher. Leadership team brought information to teachers. Rebecca observed and gave feedback to PLC's. SALs used feedback to make improvements. Faculty meetings in November 2012 had training on completing a tier 1 form.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:</p> <ul style="list-style-type: none">• Principal• Assistant Principal for Curriculum• Reading Coach• Reading Teachers• Media Specialist• Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains• Language Arts Subject Area Leaders
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.</p> <p>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none">• Implementation and evaluation of the SIP reading strategies across the content areas• Professional Development• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas• Data analysis (on-going)• Utilizing the Common Core Standards into all academic areas• Implement K-12 Reading Plan

NCLB Public School Choice

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

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***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.

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered by a nationally approved Project CRISS District Trainer at district-offered Project CRISS, Level 1 trainings throughout the school year.

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

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

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

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

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

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

DEAR reading is imbedded in the school schedule daily after lunch.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	1.1. Strategy is to integrate reading into all curriculum areas. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing differentiated instruction (DI) as a result of the problem-solving model. Action Steps: 1. PLCs write SMART goals based on each nine weeks of material. 2. PD activities in PLCs will be time spent sharing, researching, teaching and modeling researched-based best practice strategies. 3. PLC teachers instruct students using the core curriculum incorporating DI strategies from their PLC discussions 4. At the end of the unit there will be common assessments identified from the core curriculum materials. 5. Teachers discuss data from assessments. 6. Effective strategies are discussed. 7. This data drives what skills need re-teaching. 8. Teachers provide differentiated instruction to	1.1. Who: Principal APC Reading Coach Subject Area Leaders How: Administration attends PLCs and monitors attendance and the level of participation of teachers. Classroom walk-throughs observing this strategy. Administrators will use the EET tools.	1.1. Teachers will reflect on lessons during the unit citing evidence of learning and use this knowledge to drive future instruction. Teacher maintains their assessments in the online grading system. Teachers will chart their common formative assessments through scantron. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1 <u>3x per year</u> - FAIR On-going Progress Monitoring in comprehension <u>During the nine weeks</u> - Course unit assessments
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 39% to 45%.	39%	45%					

Commented [DP4]: You are missing the evaluation tools. You have a good SMART goal. How do you plan to progress monitor? Be specific.

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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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p> <p>Reading Goal #2</p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 58% to 61%.</p>	<p>2012 Current Level of Performance:*</p> <p>58%</p>	<p>2013 Expected Level of Performance:*</p> <p>61%</p>	<p>2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification</p> <p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ reading comprehension will improve through participation in Costas Level Questioning (input, process, and output) in Reading, Language Arts, Science, Social Studies and Elective classes. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps</u></p> <ol style="list-style-type: none"> 1. As a professional development activity, PLCs study Costas Level Questioning techniques. 2. Teachers implement lessons using Costas Level Questioning. 3. Teachers assess students by having them identify and create different levels of questions. 4. Teachers bring student work and/or assessments to PLCs. 5. As a professional development activity, PLCs use the data to discuss techniques that were successful. 	<p>2.1. <u>Who</u> -Administration Team -Reading Coach -Subject Area Leaders</p> <p><u>How</u> -HCPS Informal Observation Pop-In Form (EET tool) (which has <i>HOTS as a strategy listed on the form.</i>)</p>	<p>2.1. PLCs examine student work and data from the Costas quizzes. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings.</p>	<p>2.1. <u>3x per year (Reading)</u> - FAIR <u>Semester Exams (All Content Areas)</u> <u>During the nine weeks</u> -Student work <u>During the nine weeks</u> -Student work -Chapter tests -Costas quizzes from <u>Tutorial Curriculum Resource</u> -Costas quizzes on the IDEAS AVID World Icon tests</p>

Commented [DP5]: Be more specific with this section. Since this is cross-curricular, explain what this will look like in each content area.

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				<p>6. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.</p> <p>7. PLCs record their work on the PLC logs.</p> <p>8. Teachers will be recommended to attend District Higher Order Questioning training.</p>			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8, the current number of students is 394 and the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 49% to 52%. or 435 students	49% or 394 students	52% or 435 students					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8, the current number of students is 385 and the percentage of All Curriculum students in the	38% or 385 students	45% or 418 students					

Commented [DP6]: Remember this should be written as points not percentages.

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bottom quartile making learning gains on the 2013 FCAT Reading will increase from 38% to 45% or 418 students									
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years schools will reduce their achievement gap by 50%.			See 1.1 and 2.1	See 1.1. and 2.1	See 1.1. and 2.1	See 1.1. and 2.1	See 1.1 and 2.1		
In grades 6-8, 86% of the White and Hispanic All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Targets: White-56% and Hispanic-43 %)									
Reading Goal #5A:									
In grades 6-8, 45% of the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 3%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			5A.1. Who -Principal -APC -Reading Coach -Subject Area Leaders and PLC Facilitators	5A.1. 5A.1 PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	5A.1. 5A.1 3x per year (Reading) - FAIR On-going Progress Monitoring Tool (Scaffold Discussion Templates)		
	White: 51 Black: 33 Hispanic: 37 Asian: 42 American Indian: n/a	White:56 Black: 40 Hispanic: 43 Asian: 48 American Indian: n/a			How Monitored -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool - Vocabulary strategy will be added to the form under Instructional Practices.</i>) -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check PLC data wall, pop ins	Semester Exams (All Content Areas) During the nine weeks - End-of-unit/chapter tests (All Content Areas) -Program generated assessments -LA embedded assessments -Vocabulary assessments (All Content Areas)		

Commented [DP7]: See comment above.

Commented [DP8]: Great job here!

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					Frist Nine Week Check FCIMs & CCIMs show evidence of growth in Reading Strategies and that students in the Hispanic and ESE subgroup are making gains.	Second Nine Week Check PLC data wall, pop ins Third Nine Week Check PLC data wall, pop ins	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1
<u>Reading Goal #5B:</u> In grades 6-8, 45% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10.	<u>2012 Current Level of Performance:*</u> 39%	<u>2013 Expected Level of Performance:*</u> 45%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. -Teachers at varying skill levels regarding the use of CALLA. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of	5C.1. ELLs (LYs/LFs) reading comprehension will improve through core content teachers (Reading, Language Arts, Science, Social Studies) implementing the Cognitive Academic Language Learning Approach (CALLA) <u>Action Steps</u> 1. ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.	5C.1. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool – CALLA strategy will be added to the form under Instructional Practices.</i>)	5C.1. -ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. -ERTs meet with core content teachers during PLC meetings to review ELL (inclusive of LF's) performance data. -ERTs meet with PSLT to review performance data and progress of ELLs (inclusive	5C.1. -FAIR -CELLA <u>During the nine weeks</u> -Core curriculum end of core common unit/segment tests
<u>Reading Goal #5C:</u> In grades 6-8, 31% of ELL All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading Test for an increase of 8% over 2012.	<u>2012 Current Level of Performance:*</u> 23%	<u>2013 Expected Level of Performance:*</u> 31%					

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			<p>CALLA in order to effectively conduct a CALLA fidelity check walk-through. -DRTs are at varying levels of interpreting district level assessments</p>	<p>2. ERT models lessons using CALLA. 3. ERT observes content area teachers using CALLA and provides feedback, coaching and support. 4. Across all content areas, PLCs write ELL SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the ELL students will score an 80% or above on each unit of instruction.) 5. As a Professional Development activity in their PLCs, teachers spend time sharing and modeling CALLA strategies 6. PLC teachers instruct students using the core curriculum, incorporating CALLA strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring ELL assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective for ELL students. 7. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques. 8. Teachers provide Differentiated Instruction to targeted students (remediation and</p>	<p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. <u>First Nine Week Check</u> FCIM 's & CCIM's show evidence of growth in Reading Strategies and that students in the Hispanic and ESE subgroup are making gains. <u>Second Nine Week Check</u> <u>Third Nine Week Check</u></p>	<p>of LFs) PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/district-wide baseline and mid-year test). <u>First Nine Week Check</u> Pop in and FCIM data <u>Second Nine Week Check</u> Pop in and FCIM data <u>Third Nine Week Check</u> Pop in and FCIM data</p>	
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				enrichment). 9. PLCs record their work in logs.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (ACP, content knowledge, certification) -Multiple preparations -Lack of common planning time -Lack of understanding of the IEP and instructional accommodations	5D.1. SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP. <u>Actions Steps</u> 1. General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. Across all content areas, PLCs write SWD SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the SWD students will score an 80% or above on each unit of instruction.	5D.1 <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> -IEP Progress Reports reviewed by APC. -PSLT will identify and/or create a fidelity monitoring tool designed to check implementation of this specific strategy. Monitoring data will be reviewed every nine weeks. <u>First Nine Week Check</u> FCIM 's & CCIM's show evidence of growth in Reading Strategies and that students in the Hispanic and ESE subgroup are making gains. <u>Second Nine Week Check</u> Pop in and FCIM data <u>Third Nine Week Check</u> Pop in and FCIM data	5D.1. PLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> Pop in and FCIM data <u>Second Nine Week Check</u> Pop in and FCIM data <u>Third Nine Week Check</u> Pop in and FCIM data	5D.1. <u>5D.1</u> <u>3x per year</u> - FAIR On-going Progress Monitoring in comprehension <u>During the nine weeks</u> - Unit assessments for SWD students - Nine weeks grades for SWD students
Reading Goal #5D: In grades 6-8, 30% SWD All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	22%	30%					

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				<p>5. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications.</p> <p>6. PLC teachers instruct students implementing IEP strategies and accommodations.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring SWD assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss techniques that were effective for SWD students.</p> <p>7. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques.</p> <p>8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>9. PLCs record their work in logs.</p>			
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Reading Professional Development

Commented [DP9]: I liked how you aligned your PD with your reading goals. Way to go!

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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CIS Model	Grades 6-8	-Reading Coach -Reading teachers – Reading Resource -Science SAL and teachers -Social Studies SAL and teachers	All teachers school-wide -PLCs	PLCs - ongoing Once weekly for 50 minutes as grade level teams	Administrators to conduct targeted classroom walk through. Reading Coach to conduct targeted classroom walkthrough	Principal, Administrative Team
Costas Level Questions	Grades 6-8	-Demonstration Classrooms (by AVID, Reading Coach Language Arts teachers, Social Studies teachers and other targeted teachers) -AVID Library -AVIDonline.org -SDHC AVID World -Subject Area Leaders and/or course-specific Facilitators	-All teachers school-wide -PLCs <i>(This PD also covers a similar strategy in math and science.)</i>	-Demonstration classroom:- Ongoing -PLCs: Ongoing	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal and Administrative Team Reading Coach
Vocabulary Strategies	Grades 6-8	Reading Coach and course-specific PLC Facilitators	-All teachers Int-dev reading teachers school wide -PLCs	- Intensive-Developmental reading class Bi-weekly (September 2012-June 2013)	Administrative walk-throughs to observe vocabulary strategies -Reading Coach walk-through to observe vocabulary strategies	Vocabulary Strategies
Data Collection and Analysis	Grades 6-8	Principal APC Reading Coach SALs	All teachers school wide <i>(This PD also covers a similar strategy in math and science.)</i>	-Leadership Meeting (August-June) -PLC's (September-June) -Faculty meeting (October)	-Reading Coach Review data -Reading Resource Review data -PSLT review of data -RLT	-Principal & Admin Team Reading Coach -Reading Resource Teacher -PSLT -RLT

End of Reading Goals

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Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. For many of our students Spanish is their first language	1.1. <u>Strategy</u> Use differentiated instruction to increase the academic vocabulary of our non-native speakers to increase their success in the classroom. <u>Action Steps</u> 1. Weekly grade level math PLCs. 2. Emphasis on Pacing 3. Daily visible agenda 4. Word walls in English & language represented at school as well as pictures 5. Free bi-lingual tutoring programs offered 6. Bi-weekly lessons taught in ELL classes by teaching staff 7. Use more visuals and gestures	1.1 <u>Who</u> Administration and Math Coach <u>How</u> Weekly walk throughs, teacher conferences, and word walls visible and current	1.1. <u>Teacher Level</u> Visual, oral and written assessments <u>PLC/Department Level</u> Analyzing & comparing data <u>Leadership Team Level</u> Analyzing & comparing data	1.1. <u>2-3x Per Year</u> Formative assessments (September & December). Mini assessments during 3 rd quarter
<u>Mathematics Goal #1:</u> In grades 6-8, students achieving proficiency (FCAT level 3) in math will increase from 72% to 75%	<u>2012 Current Level of Performance:*</u> 72% (629)	<u>2013 Expected Level of Performance:*</u> 75% (655)					
			1.2. Improving effective use of class time	1.2. <u>Strategy</u> Students' math achievement improves through effective use of classroom time to enhance student knowledge. <u>Action Steps</u> 1. Math league competition at all grade levels 2. Math PLC meetings will be used to plan and share the use of classroom strategies	1.2. <u>Who</u> Administration and Math Coach <u>How</u> Weekly walk throughs, teacher conferences, and PLC meetings	1.2. <u>Teacher Level</u> Compare pacing to district provided curriculum <u>PLC/Department Level</u> Discuss effectiveness of classroom procedures	1.2. PLC action log/minutes

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1. See goals #1, #3, and #4	2.1.	2.1.	2.1.
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 23% to 25%.	23% (201)	25% (218)					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT Math will increase from 82% to 85%.	82%	85%	<p>-PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs will use the Plan-Do-Check-Act format.</p>	<p>Strategy Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model to structure their plan. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p>Actions/Details -Grade level PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.</p>	<p>Who -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p>How PLCS turn their minutes into administration and/or coach. -PLCs receive feedback during sessions. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team</p>	<p>Administration reviews minutes of PLC meetings and discusses with PLC facilitator</p> <p>Teacher Level Ongoing reflection of assessments to determine if pacing strategy was effective</p>	<p>2x per year District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p>During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>

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				-Grade level PLCs use a Plan-Do-Check-Act “Unit of Instruction” format to guide their discussion and way of work.			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.1. Strategy Students’ math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher using the information from “I Can Learn”. -When the students have mastered the specific skill, they are exited from the ELP program.	4.1. Who ELP Coordinator/ Math Coach <u>How Monitored</u> Coordinator/Coach will review and communicate with teachers outlining skills that need remediation.	4.1. Classroom assessments and student success rate.	4.1. Common grade level assessments Data including passing rate for each grading period
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 72% to 75%.	<u>2012 Current Level of Performance:*</u> 72%	<u>2013 Expected Level of Performance:*</u> 75%					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p>Math Goal #5:</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p> <p>Reading Goal #5A:</p> <p>In grades 6-8 the percentage of students in subgroups below grade level in math will decrease from 51% to 46%.</p>	<p>2012 Current Level of Performance:*</p> <p>White:44% Black:59% Hispanic:52% Asian:17% American Indian:NA</p>	<p>2013 Expected Level of Performance:*</p> <p>White:40% Black:53% Hispanic:47% Asian:15% American Indian:NA</p>	<p>5A.1 White: Black: Hispanic: Asian: American Indian:</p> <p>PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs will use the Plan-Do-Check-Act format.</p>	<p>5A.1 Strategy Students' math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> to structure their plan. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it 	<p>5A.1 Strategy Improve effectiveness of class time</p> <p><u>Action Steps</u> -Math PLC meetings – at least three times per month – to more effectively plan for students' needs -Weekly grade level PLC meetings to plan for students' needs -Extended learning program (ELP) before and after school to offer tutoring -“Spider Strategy to teach and reinforce problem solving</p>	<p>5A.1 <u>Who</u> - Administration -Math Coach</p> <p><u>How Monitored</u> Weekly walk throughs and teacher conferences <u>First Nine Week Check</u> All strategies are implemented Compare data with students' grades <u>Second Nine Week Check</u> All strategies are implemented Compare data with students' grades <u>Third Nine Week Check</u> All strategies are implemented Compare data with students' grades</p>	<p>5A.1 Strategy is effective if 71% of white students are earning “Cs” or above in their math classes</p> <p><u>First Nine Week Check</u> Use data to support continued use of strategies or to support making changes <u>Second Nine Week Check</u> Use data to support continued use of strategies or to support making changes <u>Third Nine Week Check</u> Use data to support continued use of strategies or to support making changes</p>
				<p>5A.2 Students may be performing below grade level in reading</p>	<p>5A.2 Strategy Improve reading skills through problem solving</p> <p><u>Action Steps</u> -Word walls with pictures -Use word problems in class and for homework -Have students read problems in class so that</p>	<p>5A.2 <u>Who</u> - Administration -Math Coach</p> <p><u>How Monitored</u> Weekly walk throughs and teacher conferences <u>First Nine Week Check</u> All strategies are implemented</p>	<p>5A.2 Strategy is effective if 71% of white students are earning “Cs” or above in their math classes</p> <p><u>First Nine Week Check</u> Use data to support continued use of strategies or to support making changes <u>Second Nine Week Check</u></p>

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			problems are seen and heard -Teach and reinforce the Braid Model for problem solving	Compare data with students' grades <u>Second Nine Week Check</u> All strategies are implemented Compare data with students' grades <u>Third Nine Week Check</u> All strategies implemented Compare data with students' grades	Use data to support continued use of strategies or to support making changes <u>Third Nine Week Check</u> Use data to support continued use of strategies or to support making changes	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: In grades 6–8, the percentage of economically disadvantaged students not making satisfactory progress in math will decrease from 53% to 48%.	2012 Current Level of Performance:* 53%	2013 Expected Level of Performance:* 48%	See 5A.			
			5B.1.	5B.1.	5B.1.	5B.1.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: In grades 6 – 8, the percentage of English Language Learners (ELL) not making satisfactory progress in mathematics will decrease from 65% to 58%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 5A.				
	65%	58%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: In grades 6 – 8, the percentage of students with Disabilities (SWD) not making satisfactory progress in mathematics will decrease from 67% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 5A.				
	67%	60%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goals 1 and 3.			
In grades 6 – 8, the percentage of All Curriculum students; scoring proficient on the 2013 End-of-Course Algebra Exam will increase from 60% to 64%.	60% (103 out of 172 students)	64% (134 out of 210 students)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goals 1 and 3.			
In grades 6-8, the percentage of All Curriculum students scoring a Level 4 or 5 on the 2013 End-of-Course Algebra Exam will increase from 6% to 8%.	6% (10 out of 172 students)	8% (16 out of 210 students)					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data Analysis	Grades 6-8	Subject Area Leaders and/or course-specific Facilitators	All teachers school-wide -PLCs	Every Tuesday for 50 mins Every Friday (discipline/parent involvement)	Student achievement data	Principal and Administrative Team
Instructional Materials and Technology for NGSSS	Grades 6-8	Math SAL	Math Teachers	-Professional Study Day -Monthly Department meetings	Administrators conduct targeted walk-throughs	Administration Team
Analyzing first semester exams	Grades 6-8	Math SAL APC	Math Teachers - PLCs	After the administration of the test	PLC logs	APC

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Time Teacher receptiveness Faculty knowledge	1.1. PLC Team meetings	1.1. Administration and SALs	1.1. Monthly CWTs	1.1. Rubric
Science Goal #1: Raise student performance level on Science FCAT 2.0 from 32% (level 3-5) to 35%. Increase teacher comprehension of content and awareness of STEM	2012 Current Level of Performance:* 32%	2013 Expected Level of Performance:* 35%					

Commented [DP10]: Be sure to write a narrative goal here as well with the data 32-35%.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. Hands-on experiments to increase experiential understanding of science concepts and critical thinking	2.1 Strategy ELP for IPS students <u>Action Steps.</u> Science Instructors will develop experiential lesson plans through lesson study and will implement the lesson plans developed	2.1. <u>Who</u> All classroom instructors at all grade levels with all student levels by science subject area leader, science coach, and by administrators. <u>How</u> First Nine Week Check Follow-up and discussion on lessons provided for identified areas for improvement and classroom visitation by administrators, science subject area leader, and science coach Second Nine Week Check Follow-up and discussion on lessons provided for identified areas for improvement and classroom visitation by administrators, science subject area leader, and science coach Third Nine Week Check Follow-up and discussion on lessons provided for identified areas for improvement and classroom visitation by administrators, science subject area leader, and science coach	2.1. <u>First Nine Week Check</u> Formal and informal assessment provided by the classroom instructor, the science subject area leader, the science coach, and by administration <u>Second Nine Week Check</u> Formal and informal assessment provided by the classroom instructor, the science subject area leader, the science coach, and by administration <u>Third N Formal and informal assessment provided by the classroom instructor, the science subject area leader, the science coach, and by administration</u> <u>nine Week Check</u>	2.1. <u>2-3x Per Year</u> Continuous <u>During Nine Weeks</u> Continuous
In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 1% to 2%.	<u>2011 Current Level of Performance:*</u> 1%	<u>2012 Expected Level of Performance:*</u> 2%					

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	6-8	J Baskett (SAL)	SAL, Stem trainer	Tuesday am meetings	Direct communication	SAL-J. Baskett & Team Leader
Student Data Analysis	Grades 6-8	Subject Area Leaders and/or course-specific Facilitators	All teachers school-wide -PLCs	Every Tuesday for 50 minutes Every Friday (discipline/parent involvement)	Student achievement data	Principal and Administrative Team
Common lesson for Early release	All grades- 6,7,8	Subject Area Leader, PLC Facilitator, Science Coach	Science, all grades (6-8)	All scheduled early release s 2:15-3:15; Every other Tuesday morning 08:10 to 08:50 when school-wide meetings not held	Direct communication on implementation and follow-up; suggestions for improvement	Science subject area leader, science coach, and teachers within grade-level
Lesson Study	All grades- 6,7,8	Subject Area Leader, PLC Facilitator, Science Coach	Science, all grades (6-8)	All scheduled early release dates 2:15-3:15; Every other Tuesday morning 08:10 to 08:50 when school-wide meetings not held	Direct communication on implementation and follow-up; suggestions for improvement	Science subject area leader, science coach, and teachers within grade-level

End of Science Goals

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Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			- Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing and grammar tied to the writing process. - Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	<u>Strategy</u> Students' use of mode-specific writing and grammatical corrections will improve through use of weekly instruction with a focus on mode-specific writing and grammar tied to the writing process. <u>Action Steps</u> -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt. <u>Plan</u> -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing and grammatical conventions -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students <u>DO</u> Ongoing models and application of appropriate mode-specific writing based on teaching points -Ongoing conferencing <u>CHECK</u> Review of drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine	<u>Who</u> Principal APC SAL <u>How monitored</u> -PLC logs -Classroom walk-throughs observation form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student drafts -Student revisions -Student portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 26% to 30%.	2012 Current Level of Performance: * 26%	2013 Expected Level of Performance: * 30%					

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				trends and needs <u>Act</u> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research/articles -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			
		1.2.	1.2.	<p><u>1.2</u> <u>Who</u> -Principal -AP -Instructional Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> PLCs turn their logs into administration and/or coach after a unit of instruction is complete -PLCs receive feedback on their logs -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p>	<p><u>1.2. Teacher Level</u> Teachers reflect on lesson outcomes and use this knowledge to drive future instruction -Teachers maintain their assessments in the on-line grading system -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal</p> <p><u>PLC Level</u> Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses -PLCs reflect on lesson outcomes and data used to drive future instruction -For each class/course, PLCs chart their overall progress towards the SMART Goal</p> <p><u>Leadership Team Level</u></p>	<p><u>1.2. During the Grading Period</u> Common assessments (pre, post, mid, section, end-of-unit)</p>	
		1.3.	1.3.	<p><u>1.3.</u> <u>Who</u> -Principal</p>	<p><u>1.3.</u> School has a system for PLCs to record and report during the</p>	<p><u>1.3. During the Grading Period</u> Common assessments (pre, post,</p>	
				<p>1.3. -PLCs struggle with how to structure curriculum and data</p>	<p>1.3. <u>Strategy</u> Student achievement improves</p>		

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		analysis discussion to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <u>Actions/Details</u> -Grade level/like course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy: outline grade level/content area PLC action plans.	-APC -Subject Area Leaders <u>How</u> PLCs turn their logs into administration and/or coach after a unit of instruction is complete PLCs receive feedback on their logs Administrators and coaches attend targeted PLC meetings Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis	grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	mid, section, end-of-unit)
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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC – grade level and vertical teams	On-going	PLC logs turned into administration	Principal APC SAL PLC Facilitators
Mode-based Writing Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC grade-level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into Administration	Principal PAC SAL PLC Facilitators

End of Writing Goals

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

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
I. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Attendance Goal #1: The attendance rate will increase from 94.2% in 2011-12 to 96% in 2012-13.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease from 123 in 2011-2012 to</p> <p>The number of students who have 10 or more unexcused tardies to school through the school year will decrease from 135 in 2011-2012 to 85 in 2012-2013.</p>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	<p>-Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p>	<p>The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives</p>	<p>AP will run Attendance/Tardy meetings every 20 days with appropriate reports</p> <p>AP will maintain data base</p> <p>Social Worker</p> <p>Guidance Counselors</p>	<p>Administration Team and subset of PSLT will examine data monthly</p> <p>-The attendance rate will increase from 94.2% in 2011-2012 to 96% in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 248 in 2011-2012 to 200 in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 40 in 2011-2012 to 35 in 2012-2013.</p>	<p>Attendance Report</p> <p>Tardy Report</p> <p>Attendance Plan</p>
	94.22%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	152	122					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	137	114					
	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
	See 1.1	See 1.1	When a student reaches 10 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the	See 1.1	See 1.1	See 1.1	
	1.3.						
	-Not all teachers are comfortable with EdLine						
	-Not all teachers keep attendance updated						

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		Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.				
		1.3. All teachers will post their attendance to EdLine on a daily basis, allowing parents to monitor attendance.	1.3 Random check of EdLine postings	1.3 See 1.1	1.3 EdLine	1.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	Administrators	AP	At Administrator staff meeting	August/September	Review plan and student data every 20 days	AP
EdLine	6-8	AP	As needed	On-going	Random check of EdLine postings	AP

End of Attendance Goals

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Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1 A lack of Parental Involvement.	1.1 With the formation of a Student Advocacy Team: Student Intervention Specialist 2-Guidance Counselors ESE Specialist School Psychologist Social Worker Speech Therapist School Nurse School Deputy Graduation Coach.	1.1 Principal Assistant Principals Student Intervention Specialist	1.1 Monthly monitoring Quarter review	1.1 Review of quarterly data
Suspension Goal #1: - In the 2011-2012 school year, 1774 days assigned where students were suspended.(ISS 405-OSS 130-ATOSS 1239) We will work towards an overall 15% reduction of all school suspensions. (ISS -OSS -ATOSS)	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	254	250					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	405	344					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
302	257						
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
1369	1163						
1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2 PSLT subgroup will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need	1.2 PSLT subgroup	1.2 PSLT subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	1.2 “UNTIE” ODR and suspension data cross-referenced with mainframe discipline data			

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	6-8 – All	SALS	School-wide all staff	Weekly	Monitor when minutes are approved	Marcos Murillo SALS
MTSS	6-8 – All	Jenna Leonette	Counselors/MTSS team	Weekly	Monitor when minutes are approved	Marcos Murillo Jenna Leonette
Student Advisory Team	6-8 – All	Joseph Molloy	Joseph Molloy	Once/month	Monitor when minutes are approved	Marcos Murillo Joseph Molloy

End of Suspension Goals

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Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement							
Parent Involvement Goal #1:							
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box.							
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Edline training	6-8	Gregory Robertson	School-wide	September 15, 2011	Conferencing w/students and calls to parents as to usage	Gregory Robinson, Teachers
Parent Media Center training	6-8	Aileen Jorge Krista Fielder Cindy Nagel	School-wide	September 15, 2011	Monitor increased checkout and library visitations	Aileen Jorge
Literacy Night Training	6-8	Jacqueline Enis	School-wide	November 1, 2011	Exit survey slips – conferencing with students and parents	Jacqueline Enis
Math Night	6-8	Anita Roberts	School-wide	TBA	Exit survey slips – conferencing with students and parents	Anita Roberts

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1	1.1	1.1.	1.1
Health and Fitness Goal #1: During the 212-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the PACER Test for assessing aerobic capacity and cardiovascular health will increase from 32% to 40% on the post test.	2012 Current Level :*	2013 Expected Level :*	Not all students are active on a regular basis Not all students find physical activity enjoyable.	Middle School student s will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 – 8.	1.1 Principal, Assistant Principal for Curriculum	1.1. Checking of student schedules	1.1 Student schedules, master schedules
	32%	40%					
			1.2.	1.2.	1.2.	1.2.	1.2.
				1.2.Health and physical activity initiatives developed and implemented by the school's HEART team	1.2. HEART Team	1.2. HEART Team	1.2. PACER test component of the FITNESSGRAM. The PACER is used for assessing the cardiovascular endurance of each student.

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		1.3.	1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.3. Physical Education Teacher	1.3.	1.3. PACER test component of the FITNESSGRAM. The PACER is used for cardiovascular endurance assessment of each student.
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Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Target students who have not reached the HFZ on the PACER test. Continue to enable those students who have reached the HFZ on the PACER test to improve on their score.	6 th , 7 th , 8 th	Shannon Elliott	All physical education instructors	September , 2011 October, 2011 November, 2011 January, 2012 February, 2012 March, 2012 April, 2012 May, 2012	Minutes from meetings. Emails	Shannon Elliott

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Continuous Improvement Goal			1.1	1.1	1.1	1.1	1.1
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s	2012 Current Level :*	2013 Expected Level :*	Teachers adjusting their schedules to be on the same lesson and assessment is not possible sometimes due to the fact that the lessons are student driven by need	PLCs will meet on a weekly basis. Teachers will meet in groups delineated by subject taught and design common assessments and evaluation strategies/activities	<u>Who</u> Administration, SALs, PLCs <u>How</u> - Administration will review PLCs logs and provide feedback.	PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	PLC Facilitators will provide feedback to PLST team on progress of their PLC.
	80%	90%	1.2 - Not all staff is trained in PLCs.	1.2 Key staff will provide training on PLCs to the	1.2 <u>Who</u> Principal and trained	1.2 PLST will examine the feedback from all PLCs and	1.2 PLC Facilitators will provide feedback to PLST team on

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<p>learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 80% in 2012 to 90 % in 2013.</p>	<p>- PLC Facilitators/Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.</p>		<p>Problem-Solving Leadership Team. PSLT members will implement skills learned within the grade level/subject area/Department PLCs. A faculty study will be conducted during the first semester – “<i>The Collaborative Teacher.</i>”</p>	<p>staff members <u>How</u> - Administration will review PLCs logs and provide feedback.</p>	<p>determine next steps in the PLC process.</p>	<p>progress of their PLC.</p>
	<p>1.3 - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.</p>		<p>1.3 PLC log templates will be created that include the SIP’s goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.</p>	<p><u>1.3</u> <u>Who</u> Administration Teachers who have received District training in PLCs and PLC Facilitation <u>How</u> - Administration will review PLCs logs.</p>	<p>1.3 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.3 PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>

Continuous Improvement Goals Professional Development

<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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g., PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Sending teachers and staff to District Professional Development</p>	<p>6-8</p>	<p>Jacqueline Enis</p>	<p>All instructional staff school-wide</p>	<p>Ongoing</p>	<p>PLC</p>	<p>Jacqueline Enis, Marcos Murillo</p>

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

<p>CELLA Goals</p>	<p>Problem-Solving Process to Increase Language Acquisition</p>				
<p>Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1. Who:	1.1. Teachers will use ESOL	1.1. Semester exams
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:	-Lack of common planning time to discuss strategies to use with ELL students -A large portion of our students come to Webb with little or no English language background -Staff is at varying levels with identifying appropriate levels of skill enhancement for the targeted students -Difficulty in obtaining student involvement for extra-curricular tutoring programs	-Teachers will use ESOL strategies in the regular classroom -Continued communication between teachers and parents regarding student learning	Administration ELL Chairperson ELL teacher How: Administration & MTSS attend team meetings & PLCs. ELL teacher monitors student learning	strategies and document use -ELL teacher & ESOL reading teacher will communicate with regular education teachers about strategies & reflect on evidence of learning	Language Arts Embedded Assessments Formative Assessments Quarterly grades
In grades 6-8, the percentage of ELL students scoring proficient on the 2013 CELLA Listening/Speaking Assessment will increase from 54% to 57%.	54%					
		1.2.				
		1.3.				
		Anticipated Barrier				
		2				

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
D. Students scoring proficient in Reading.		2.1. -Students inability to understand the English language, in general. -See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1 FAIR on-going progress monitoring 3x/year Vocabulary Assessments See 1.1
CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
In grades 6-8, the percentage of ELL students scoring proficient on the 2013 CELLA Reading Assessment will increase from 23% to 26%.	23%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Students scoring proficient in Writing.		2.1. Students inability to understand the English Language See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. Writing Formative Assessments See 1.1
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing :					
In grades 6-8, the percentage of ELL students scoring proficient on the 2013 CELLA Writing Assessment will increase from 18% to 21%	18%					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

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

Commented [DP11]: You may want to make a specific goal here. If not, which goal are you referring to? Math? Reading? Be more specific.

STEM Goal(s)	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
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>STEM Goal #1: Collaborate with Math and Lang. Arts department on at least 2 different lessons that encourage the use of STEM within the classrooms</p>	1.1- Lack of pre-written lesson plans	1.1- Schedule brainstorming and lesson planning time during weekly PLC's to establish plans	1.1- Subject Area Leaders	1.1- Mini post assessment provided within the lesson plan as well as discussion/feedback from participating students and teachers	1.1. Assessment and feedback results
	1.2- Teachers lack of desire to collaborate between departments	1.2- Pair up teachers within grade level most likely to work well together	1.2- Subject Area Leaders	1.2- Observation of collaboration during PLCs	1.2- Assessment and feedback results 1.2- PLC production & classroom walkthroughs during lessons
	1.3- Appropriate timing to join lessons. Desired lesson topics not aligning themselves with the curriculum path	1.3- Utilize exam review time or FCAT review time to present lesson 1.3- Adjust curriculum schedule early to allow for new lessons	1.3- Subject Area Leaders	1.3- Discussion/feedback from teachers	1.3- Results from feedback

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STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: To increase student comprehension of curriculum through hands on activities and direct as many students as possible towards reaching measureable knowledge and skills.</p> <p>CTE Goal #2: To implement the new IT Training programs to try and achieve Microsoft office specialist certifications for as many students as possible.</p>	<p>1.1.Students of various learning levels in one setting. Lack of equipment</p>	<p>1.1.Use various teaching methods and resources to enhance student comprehension (differentiated instruction). Solicit equipment from local businesses. Purchase with Mini Grants</p>	<p>1.1. Mr. Robinson Ms Brannon</p>	<p>1.1. Assess student learning through performance, written, and verbal assessments.</p>	<p>1.2. Teacher made tests.</p>
	<p>2.1 None</p>	<p>2.1 AES Education, performance assignments, and teacher lecture as methods of students learning software. Allow students to practice before taking the exam using G Metrix and Certiport.</p>	<p>2.1. Brannon</p>	<p>2.1. Review student performance on classroom assignments and online assignments as an assessment of learning.</p>	<p>2.1 Students' scores on practice and certification exams.</p>

Commented [DP12]: These sections need to be completed for CTE goal.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Monitoring
Hands on	6-8	N/A	All CTE students	N/A	Robinson

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Aileen Jorge – Reading 5C.8 and 5D.1 differentiate instruction through visuals on reading level.	Poster Paper – Variquest Blue on white 23” Item #2855990 (3 rolls)	\$129.95 each	\$259.90
Richard Payton – Chess Sets for Chess Club Reading Goal 2 – Costa’s Higher Level thinking	3 Chess Sets – Lakeshore Learning - #ZZ242	\$16.99 each	\$50.91
Gregory Robinson – Cash Registers for Marketing – CTE strategy to increase hands-on learning – Goal 1.	5 Sharp XE-A207 Electronic Cash Registers – Lawson #107770	\$78.23 each	\$391.15
Robert Giovenetti – Projector Bulbs. Reading 5C.8 and 5D.1 – visuals. (Utilized in all areas)	5 Projector Bulbs. Epson #2914302-V13HO10L25; #2913882-#V13HO10L29; #2913877-V13HO10L42; #2913875-V13HO10L41 (2 bulbs)	\$141.19 x 3 \$140.13 x 1	\$563.70

**Hillsborough 2012
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Marcos Murillo – Snacks for FCAT – Suspension Goal 1.1; Math Goal 1.2; Attendance Goal 1.1	8 cases of orange juice and 8 cases of apple juice	OJ \$10.59/case Apple - \$9.53	\$160.96
Final Amount Spent			(Empty cell)