

Florida Department of Education Differentiated Accountability



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name: Benito Middle School	District Name: Hillsborough
Principal: John Sanders	Superintendent: Mary Ellen Elia
SAC Chair: Amy Schechter	Date of School Board Approval:

Student Achievement Data

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The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[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.)

[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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Principal	John Sanders	M.Ed. BA	4	17	<p>11/12 School Year at Benito M.S.</p> <p>School Grade A</p> <p>10/11 School Year at Benito M.S.</p> <p>School Grade A</p> <p>69% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 64%</p> <p>Gains in Lowest 25%:60 %</p> <p><u>Math</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 79%</p> <p>Gains in Lowest 25%:68 %</p>
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					<p>09/10 School Year at Benito M.S.</p> <p>School Grade A</p> <p>82% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 83%</p> <p>% Learning Gains: 73%</p> <p>Gains in Lowest 25%: 70%</p> <p><u>Math</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 78%</p> <p>Gains in Lowest 25%: 75%</p> <p>08/09 School Year at Benito M.S.</p> <p>School Grade A</p>
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					85% AYP <u>Reading</u> Percent Proficient: 81% % Learning Gains: 68% Gains in Lowest 25%: 73% <u>Math</u> Percent Proficient: 81% % Learning Gains: 78% Gains in Lowest 25%: 75%
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Assistant Principal	Arlene McDermott	Ed. D. M.Ed. BA	4	11	<p>11/12 School Year at Benito M.S.</p> <p>School Grade A</p> <p>10/11 School Year at Benito M.S.</p> <p>School Grade A</p> <p>69% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 64%</p> <p>Gains in Lowest 25%:60 %</p> <p><u>Math</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 79%</p> <p>Gains in Lowest 25%:68 %</p>
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					<p>09/10 School Year at Benito M.S.</p> <p>School Grade A</p> <p>82% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 83%</p> <p>% Learning Gains: 73%</p> <p>Gains in Lowest 25%: 70%</p> <p><u>Math</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 78%</p> <p>Gains in Lowest 25%: 75%</p> <p>08/09 School Year at Benito M.S.</p> <p>School Grade A</p> <p>85% AYP</p>
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					<p><u>Reading</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 68%</p> <p>Gains in Lowest 25%: 73%</p> <p><u>Math</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 78%</p> <p>Gains in Lowest 25%: 75%</p>
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Assistant Principal	Angus "Bill" Chisholm	M.Ed BA Cert. Guidance	4	11	<p>11/12 School Year at Benito M.S.</p> <p>School Grade A</p> <p>10/11 School Year at Benito M.S.</p> <p>School Grade A</p> <p>69% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 64%</p> <p>Gains in Lowest 25%:60 %</p> <p><u>Math</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 79%</p> <p>Gains in Lowest 25%:68 %</p>
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					<p>09/10 School Year at Benito M.S.</p> <p>School Grade A</p> <p>82% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 83%</p> <p>% Learning Gains: 73%</p> <p>Gains in Lowest 25%: 70%</p> <p><u>Math</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 78%</p> <p>Gains in Lowest 25%: 75%</p> <p>08/09 School Year at Benito M.S.</p> <p>School Grade A</p>
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					<p>85% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 68%</p> <p>Gains in Lowest 25%: 73%</p> <p><u>Math</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 78%</p> <p>Gains in Lowest 25%: 75%</p>
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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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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Reading	Sherri Jackson	Ed.S. Reading Ed. Leadership M.Ed.	6 years	6 years as Coach	<p>11/12 School Year at Benito M.S. School Grade A</p> <p>10/11 School Year at Benito M.S. School Grade A</p> <p>69% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 64%</p> <p>Gains in Lowest 25%:60 %</p> <p>Subgroups not making gains: BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES</p> <p><u>Math</u></p> <p>Percent Proficient: 82%</p> <p>% Learning Gains: 79%</p> <p>Gains in Lowest 25%:68 %</p> <p>Subgroups not making gains: BLACK, HISPANIC,</p>
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				<p>ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES</p> <p><u>Writing</u>: 95% of students are meeting high standards in writing</p> <p>All subgroups make AYP in writing</p> <p><u>Science</u>: 68% of students are at or above grade level in science</p> <p>09/10 School Year at Benito M.S.</p> <p>School Grade A</p> <p>82% AYP</p> <p><u>Reading</u></p> <p>Percent Proficient: 83%</p> <p>% Learning Gains: 73%</p> <p>Gains in Lowest 25%: 70%</p> <p>Subgroups not making gains: BLACK, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH</p>
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					<p>DISABILITIES</p> <p><u>Math</u></p> <p>Percent Proficient: 81%</p> <p>% Learning Gains: 78%</p> <p>Gains in Lowest 25%: 75%</p> <p>Subgroups not making gains: BLACK, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES</p> <p><u>Writing</u>: 96% of students are meeting state standards in writing.</p> <p><u>Science</u>: 65% of students at or above grade level in Science</p>
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Highly Qualified Teachers

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

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

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

Non-Highly Qualified Instructors

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
<p>Teachers</p> <ul style="list-style-type: none"> • 3 	<p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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	% ES/OL Endorsed Teachers
71	4% (3)	17% (12)	44% (31)	35% (25)	42% (30)		13% (9)	8% (6)	34% (24)

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
Kelly Brennan	Staisy Kibart	New teacher	District Mentoring Program

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Kelly Brennan	Megan Orsini	New teacher	District Mentoring Program
Kelly Brennan	Teresa Lucas	New teacher	District Mentoring Program
Kelly Brennan	Dominique Thompson	New teacher	District Mentoring Program

Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.)

This support includes:

- **Observing-** Mentors will conduct informal observations using a variety of instruments. These include anecdotal records, observation tools from the New Teacher Center and other observation templates based on Charlotte Danielson's Framework.
- **Conferencing-** Mentors will conference with the new teacher after the informal observation or formal observation process to develop future next steps to increase student achievement.
- **Co-teaching-** Mentors can work together with the new teacher to develop lessons and then together deliver the instruction for whole group lessons or small group lessons.
- **Modeling lessons-** Mentors can prepare lessons with the new teacher or individually to model a lesson, technique, tool or strategy.
- **Lesson Planning-** Mentors will support the new teacher to develop backwards lesson plans by using templates found within the new teacher tools.
- **Analyzing student work-** Mentors will guide new teachers to analyze student work in order to use the data to plan for future differentiated instruction and to help to increase student achievement.
- **Working with support staff-** Mentors will work with administration and support staff in order to guide the new teacher with resources needed, school and county communication links and by helping to provide connections to School and Community resources.
- **The Mentor will also assist the new teachers with relationships with administration, support staff and department/team.**

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- **TIP (Teacher Induction Program)-** Mentors will guide and support new teachers to take trainings within the TIP program in order to meet their first and second year requirements for their certification. Mentors will be responsible for documenting all new teacher Inservice records on TIP documentation. Teachers will be responsible for communicating the courses taken in a timely fashion to complete the necessary reflection pieces.
- **Parent Communication-** Mentors will guide the new teachers with best practices on how to communicate with parents by role playing and problem solving.
- **Support with site based requirements-** Mentors will support new teachers with report cards (reviews), RTI packets, progress alerts, Cum folders.
- **Goal Setting-** Mentors will support the new teacher to reflect on their practice guiding them to set next steps for future goals to increase student achievement.
- **Resource Provider-** Mentors will provide resources to new teachers in areas of need.

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

School-Based MTSS/Rtl Team

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The Leadership team includes:

1. John Sanders—Principal
 - a. Coordinate RTI Process
 - b. Delegate as needed
2. Arlene McDermott—APC
 - a. Assist in collection of data from EdConnect
 - b. Coordinate ELP
 - c. Assist in gathering data regarding discipline
 - d. Turn data into Schechter by dates determined at meetings
3. Bill Chisholm—APA
 - a. Attendance Committee Representative
 - b. Assist in gathering data regarding discipline
 - c. Turn data into Schechter by dates determined at meetings
4. Renee Bayless & Barbara Alexander--Guidance Counselors
 - a. Assist in gathering attendance/discipline data

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b. Funnel children to Claudia, the intervention representative

5. Amy Schechter—MTSS/RTI Coordinator/SAC Chair

a. Maintains School Improvement Plan

b. Periodically delivers trainings to the faculty on MTSS/RTI, PLC's, & SIP

c. All PLC data should be first delivered through SAL's then forwarded to Amy

6. Claudia Long—Intervention Representative

a. Teachers will submit completed MTSS/RTI paperwork to her for children with academic/behavior needs beyond the core curriculum

b. Periodically will give presentations to the faculty depending on schoolwide needs

c. Assist in gathering data on attendance/tardy issues

d. Turn data into Schechter by dates determined at meetings

7. Bryan Noll—School Social Worker

a. Gather data regarding attendance/tardy issues

b. Turn data into Schechter by dates determined at meetings

8. Sherri Jackson—Academic Reading Coach

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- a. Facilitates collection of reading department assessment data
- b. Coordinates FAIR
- c. Delivers reading **and AVID** strategy training to faculty periodically as needed

9. Matt Hensley—ESE Specialist

- a. Works with Claudia to follow up on MTSS/RTI referrals for academic/behavior needs of students
- b. Works to make sure Tier-2 strategies are working
- c. Formulates plans for Tier-3 students not functioning in co-teach or small group settings

10. Laura VonStaden—Data Facilitator

- a. Completes Mid-Year Report
- b. Assists in Compilation of School-wide Data
- c. Periodically delivers trainings to faculty as needed

11. Donna Hodnett, Barbara Lind, Nohelia Resto, Amy Schechter--Subject Area Leaders

- a. Facilitate collection of PLC data from all grade levels
- b. Turn data into Schechter by dates determined at meetings

12. Rebecca Charriez—ELL Representative

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- a. Compiles CELLA data
- b. Reports out to RTI members
- c. Makes recommendations for ESOL kids to enter Tier 3
- d. Turns in data to Schechter by dates determined at meetings

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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?

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The purpose of the core Leadership Team is to:

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

The **Leadership team meets monthly or more as needed. Specific responsibilities include:**

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

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

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

- The Chair of SAC is a member of the **Leadership Team/PSLT**.
- **The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.**
- The School Improvement Plan is the working document that guides the work **of the Leadership Team and all teacher teams**. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- **Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).**
- **The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.**
- The **Leadership Team/PSLT** and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:
 - **Use the problem-solving model when analyzing data:**
 1. **What is the problem? (Problem Identification)**
 2. **Why is it occurring? (Problem Analysis and Barrier Identification)**
 3. **What are we going to do about it? (Action Plan Design and Implementation)**

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4. *Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)*

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

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<i>MTSS Implementation</i>

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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)

Data Source	Database	Person (s) Responsible
FCAT released tests	Instructional Planning Tool (Sagebrush)	Reading Coach/Math Coach/AP Individual teachers will access student FCAT data and discuss in PLC's
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, Subject Area Leaders, individual teachers
District generated assessments from the Office of Assessment and Accountability Readistep	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers

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<p>Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science</p> <p><u>Reading</u></p> <p><i>FAIR Testing</i></p> <p><i>Voyager/Journey's data</i></p> <p><i>Academy of Reading/MCI/S.P.I.R.E</i></p> <p><i>LDC Modules (Writing Samples)</i></p> <p><u>Language Arts/Writing</u></p> <p><i>Monthly Writes</i></p> <p><i>Embedded Assessments--SpringBoard</i></p> <p><i>Midyear Exam</i></p> <p><i>Final Exam</i></p> <p><u>Math</u></p> <p><i>Chapter Tests</i></p> <p><i>Formative</i></p> <p><i>Midyear</i></p> <p><i>Final</i></p>	<p>Scantron Achievement Series</p> <p>Data Wall</p> <p>PLC Logs</p>	<p>Leadership Team, PLCs, Subject Area Leaders, individual teachers</p>
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<p><u>Social Studies</u></p> <p><i>Chapter Tests</i></p> <p><i>Formative</i></p> <p><i>Civics Exam</i></p> <p><u>Science</u></p> <p><i>Chapter Tests</i></p> <p><i>Formative</i></p> <p><i>Midyear</i></p> <p><i>Final</i></p> <p><u>Electives</u></p> <p><i>Teacher-generated common assessments</i></p> <p><i>Formative</i></p> <p><i>Final</i></p>		
<p>FAIR</p>	<p>Progress Monitoring and Reporting Network</p> <p>Data Wall</p>	<p>Reading Coach/Reading PLC Facilitator</p>
<p>CELLA</p>	<p>Sagebrush (IPT)</p>	<p>ELL PSLT Representative</p>

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<p>Teachers' common core curriculum assessments on units of instruction/big ideas.</p> <p>Common Assessments will be monitored in each core subject. Examples include SpringBoard embedded assessments, end-of-chapter tests, and teacher generated common formative assessments</p> <p>Math</p> <p>Science</p> <p>Language Arts/Writing</p> <p>Reading</p> <p>Social Studies</p>	<p>Ed-Line</p> <p>PLC Database</p> <p>PLC logs</p>	<p>Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Members/ Subject Area Leaders</p>
<p>DRA-2</p>	<p>School Generated Excel Database</p>	<p>Individual Teacher</p>
<p>Reports on Demand/Crystal Reports</p>	<p>District Generated Database</p>	<p>Leadership Team/Specialty PSLT/APC</p>
<p>Supplemental/Intensive Instruction (Tiers 2 and 3)</p>		
<p>Data Source</p>	<p>Database</p>	<p>Person (s) Responsible for Monitoring</p>

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<p>Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)</p> <p><i>(What specific assessments are you using?)</i></p>	<p>School Generated Database in Excel</p>	<p>Leadership Team/ ELP Facilitator</p>
<p><i>Differentiated mini assessments based on core curriculum assessments.</i></p> <p><i>Teachers will choose “benchmark” assignments in their progression toward end-of chapter or unit goals to compare and drive instruction, remediation, and enrichment.</i></p>	<p><i>Individual teacher funnels information into PLC/Department data bases</i></p>	<p><i>Individual Teachers/PLCs</i></p>
<p>FAIR OPM</p>	<p>School Generated Database in Excel</p>	<p>Leadership Team/Reading Coach</p>
<p>Ongoing assessments within Intensive Courses <i>(Middle/High)</i></p>	<p>Database provided by course materials (for courses that have one), School Generated Database in Excel</p>	<p>Leadership Team/PLC/Individual Teachers</p>
<p>Other Curriculum Based Measurement</p>	<p><i>easyCBM</i></p> <p>School Generated Database in Excel</p>	<p>Leadership Team/PLCs/<i>Individual Teachers</i></p>
<p><i>Research-based Computer-assisted Instructional Programs</i></p>	<p><i>Assessments included in computer-based programs</i></p>	<p><i>PLCs/Individual Teachers</i></p>

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Describe the plan to train staff on **MTSS**.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's **Rtl Committee/Rtl Facilitators** develop(s) resources and staff development trainings on PS/Rtl, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, **as identified by teacher needs assessment and/or EET evaluation data**, will occur during faculty meeting times or rolling faculty meetings. **The Leadership Team will send school team representatives to ongoing PS/Rtl trainings/support sessions that are offered district-wide**. Our school will invite our area Rtl Facilitator to visit **as needed** to review our progress in implementation of PS/Rtl and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/Rtl as they become available.

Response to Intervention (Rtl) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal: John Sanders
- Assistant Principal for Curriculum: Arlene McDermott
- Reading Coach: Sherri Jackson
- Reading Teachers: Lee Ann Mason, Glenn Geigler, Maria Echenique
- Media Specialist: Nicole Renshaw
- Teachers across content areas (Language Arts, Math, Science, Social Studies, **AVID** and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains: Laura VonStaden, Camilla Loomis, Johnna Orlando, Barbara Lind, , and Stephanie Sorensen
- Language Arts Subject Area Leaders: Amy Schechter, Donna Hodnett (Science SAL) , Barbara Lind (Social Studies SAL), and Nohelia Resto (Math SAL)

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

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



The principal and reading coach is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. In addition, the LLT creates an LLT Action Plan (based on SIP data) with school wide literacy activities for students and professional development for teachers.

The principal and reading coach 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.

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

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

How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

The Reading Leadership Team membership is comprised of teachers from

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all content areas, the reading coach and literacy teacher leaders, and the administrative team. The team conducts a review of school-wide student achievement data to identify areas of literacy strength and concerns, as well as, the demands of the current instructional shifts such as the impact of the Common Core State Standards expectations on rigor and relevance. After the data review and participation in professional development to better understand the demands of the instructional shifts, the team will identify specific areas of focus based on their data analysis to create their plan of work. The areas of focus should center on understanding the use of complex text and the use of close reading models, such as the Comprehension Instructional Sequence model and/or the Literacy Design Collaborative model in identified courses and/or grade levels. The plan of work should include investigation and selection of a model that best addresses their strengths and weaknesses, providing professional development to appropriate stakeholders, ongoing classroom support of the model implementation by the reading coach, administrator, and literacy leaders, and data review and reflection.

***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.

Use the following statement as a base for your text, making changes/additions where needed. Make sure the text reflects what you are doing in your school.

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, is offered annually by the reading coach at each school site through district-provided training. Mandatory

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follow-up is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.

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 and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

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

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment. Additionally, the use of AVID reading strategies will be integrated in instruction.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

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.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient/satisfactory in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps</p>	<p>1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -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. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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		for this strategy are outlined on grade level/ content area PLC action plans.					
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 66% to 70%.							
	66%	70%					

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		<p>1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costa's). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on</p>	<p>1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads <u>AVID Site Team</u> <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs _ -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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			grade level/content area PLC action plans.				
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		<p>1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>AVID Site Team</u> <u>How</u> -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of</p>	<p>1.3. <u>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. <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3 <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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				strategy implementation.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Goals 1, 3, & 4	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 37% to 40%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	37%	40%					

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

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> 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:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we 	<p>3.1. <u>Who</u> -Principal -AP -Instruction 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.</p>	<p>3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>3.1. <u>3x per year</u> <u>FAIR</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>respond if they don't learn?</p> <p>4. How will we respond if they already know it?</p> <p><u>Actions/Details</u></p> <p>-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.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>				
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<u>Reading Goal #3:</u>	<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 Reading will increase from 69 points to 71 points.							
	69 points	71 points					

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		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. <u>Strategy/Task</u> Student achievement improves when teachers use on-going student data to <u>differentiate instruction.</u></p> <p><u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI</p>	<p>3.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.2. <u>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> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
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			<p>techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. <i>(Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</i></p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLCs.</p>				
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic</p>	<p>4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>coach rotates through all subjects' PLCs to:</p> <ul style="list-style-type: none"> --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the 					
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	<p>intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future</p>					
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		<p>professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p> <p>--Develop a detailed plan of action for the next two weeks.</p>					
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.							
	64 points	67 points					

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		<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. __</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>-Students attend ELP sessions.</p> <p>-Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>	
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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:							
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	
<u>Reading Goal #5:</u> We will reduce the percentage of students <u>not</u> satisfactory in reading by half over the next 6 years. In 2012-2013 the percentage of all students who are proficient in reading will increase from 66% in 2012 to 69% in 2013.							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian) not making satisfactory progress in reading.</p>	<p>5A.1. See Goals 1, 3, & 4</p>	<p>5A.1. See Goals 1, 3, & 4</p>	<p>5A.1. See Goals 1, 3, & 4</p>	<p>5A.1. See Goals 1, 3, & 4</p>	<p>5A.1. See Goals 1, 3, & 4</p>		
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Reading Goal #5A:	2012 Current Level of Performance	2013 Expected Level of Performance:*					
<p>The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 77% to 79%.</p>							
<p>The percentage of Hispanic_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 56% to 60%.</p>							
<p>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 83% to 85%.</p>							

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	White: 77% Hispanic: 56% Asian: 83%	White: 79% Hispanic: 60% Asian: 85%					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1. See Goals 1, 3, & 4</p>	<p>5B.1. See Goals 1, 3, & 4</p>	<p>5B.1. See Goals 1, 3, & 4</p>	<p>5B.1. See Goals 1, 3, & 4</p>	<p>5B.1. See Goals 1, 3, & 4</p>		
<p>Reading Goal #5B: The percentage of economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 47% to 52%%.</p>	<p><u>2012 Current Level of Performance</u></p>	<p><u>2013 Expected Level of Performance</u></p>					

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	47%	52%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implement of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not</p>	<p>5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning (CALLA)</u> strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using</p>	<p>5C.1 <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u> p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	<p>consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p>					
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		<p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>					
<p>Reading Goal #5C:</p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 39% to 45%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>39%</p>	<p>45%</p>					

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	-	<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implement A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons.</p> <p>-ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>-ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the CRISS walkthrough form</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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			for use of A+ Rise strategies for ELLs.		-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
		5C.3	5C.3	5C.3	5C.3	5C.3	
		<p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.</p>	<p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and</p> <p>ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	

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		<p>5C.4</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students.</p> <p><u>Action Steps</u></p> <p>-Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated</p>	<p>5C.4</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.4</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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		<p>Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.</p> <p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/teachers plan for upcoming lessons/units using targeted CALLA and A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing.</p> <p>-PLCs/teachers plan for accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.</p>		<p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP goals, strategies, modifications, and accommodations.</u> -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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		IEP/SWD strategies and modifications into lessons.					
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 28% to 35%.	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	28%	35%					

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		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p> <p><i>Plan for the "Do"</i></p>	<p>5D.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific SWD information) for like courses/grades.</p>	<p>5D.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. __</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SWD SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2</p> <p>-FAIR</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>	
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		<p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the "Do"/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></p> <p>For lessons that have already been taught within the unit of</p>				
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		<p>instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><i>Reflect/Check – Analyze Data</i></p>				
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		<p>Discuss one or more of the following:</p> <ul style="list-style-type: none"> -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p> <ul style="list-style-type: none"> -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are 				
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			working?				
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**Reading Professional Development
Professional
Development
(PD) aligned with
Strategies through
Professional Learning
Community (PLC) or
PD Activity**

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Subject Area Leaders	All teachers	-On-going	Classroom walk-throughs	Administration Team
		-Course specific PLC Facilitators	Faculty Professional Development and on-going PLCs	-Demonstration classrooms	Optional peer teacher observations	Instructional Coaches
		-Reading Coach				Subject Area Leaders
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers	On-going	Classroom walkthroughs	Administration Team
			Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers	On-going	Classroom walkthroughs	Administration Team
			Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders

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Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs Student samples	Administration Team Instructional Coaches Subject Area Leaders
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	6-8	DRT	PLCs ESE Teachers General Ed Teachers	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	PLCs All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

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PART II: EXPECTED IMPROVEMENTS

Elementary or Middle School Mathematics Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. FCAT 2.0: Students scoring proficient/satisfactory performance in mathematics (Level 3-5).</p>	<p>1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS</p>	<p>1.1 <u>Strategy</u> Students' math achievements improves through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. <u>Action Steps</u> -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/</p>	<p>1.1 <u>Who</u> - Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher <u>How Monitored</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>		
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		content area PLC action plans.					
<u>Mathematics</u> <u>Goal #1:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance</u>					
— The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 67% to 70%.							
	67%	70%					

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		<p>1.2.</p> <p>-Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p> <p>-Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Students math achievement improves through frequent participation in <u>higher order questions/discussion activities</u> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-After the lessons, teachers examine student work samples and classroom questions using Webb's</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-Math DH/SAL</p> <p>-Technology Specialist</p> <p>-Math Coach</p> <p>-Math Resource Teacher</p> <p><u>How Monitored</u></p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their Logs.</p> <p>-Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)</p>	
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		<p>Depth of Knowledge to evaluate the sophistication/complexity of students' thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i></p> <p><u>During the lessons.</u> <u>teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p> <p>-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <p>-Allow students to "unpack their thinking" by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with</p>				
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		<p>multiple correct answers or multiple approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons.</u> <u>students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This</p>				
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			teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).				
		1.3.	1.3.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. See Goals 1, 3 & 4	2.1.	2.1.	2.1.		

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<p>Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 40% to 44%.</p>	<p>2012 Current Level of Performance</p>	<p>2013 Expected Level of Performance:</p>					
	<p>40%</p>	<p>44%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. -PLCs struggle with how to structure curriculum and data 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.</p>	<p>B.1. <u>Strategy</u> 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> and log to structure their way of work. 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 	<p>B.1. <u>Who</u> -Principal -AP -Instruction 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.</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>B.1. <u>2x per year</u> District Baseline and Mid-Year Testing - Semester Exams - <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		<p>learned it?</p> <p>3. How will we respond if they don't learn?</p> <p>4. How will we respond if they already know it?</p> <p><u>Actions/Details</u></p> <p>-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.</p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction"</p>				
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		<p>log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLC action plans.</p>					
<p>Mathematics Goal #3:</p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 68 points to 71 points.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>68 points</p>	<p>71 points</p>					

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		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p><u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i> -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-</p>	<p>3.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p>	<p>3.2. <u>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> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2. <u>2x per year</u> District Baseline and Mid-Year Testing - Semester Exams - <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
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			<p>teaching/interventions and how that instruction will be provided. (<i>Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy</i>).</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>				
		3.3.	3.3.	3.3.	3.3.	3.3.	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy</u> <u>Across all</u> <u>Content</u> <u>Areas</u> <u>Strategy/</u> <u>Task</u> Students' math achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/</u> <u>Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p>	<p>4.1. <u>Who</u> Administration <u>How</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>4.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>-The academic coach rotates through all subjects' PLCs to:</p> <p>--Facilitate lesson planning that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order , text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments,</p> <p>--Facilitate core curriculum assessment</p>					
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	<p>data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data</p>					
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	<p>chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/ APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/ APC to:</p> <p>--Review log and work accomplished</p>					
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		and --Develop a detailed plan of action for the next two weeks.					
<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance:</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 54 points to 58 points.							
	54 points	58 points					

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		<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>- Students attend ELP sessions.</p> <p>- Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>	
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		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

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<p><u>Math Goal #5:</u> We will reduce the percentage of students <u>not</u> satisfactory in math by half over the next 6 years. In 2012-2013 the percentage of all students who are proficient in reading will increase from 67% in 2012 to 70% in 2013.</p>							
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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. See goals 1, 3 & 4</p>	<p>5A.1. See goals 1, 3 & 4</p>	<p>5A.1. See goals 1, 3 & 4</p>	<p>5A.1. See goals 1, 3 & 4</p>	<p>5A.1. See goals 1, 3 & 4</p>		
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<u>Reading Goal</u> <u>#5A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:</u>					
The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 77% to 79%.							
The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 50% to 55%.							
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 59% to 63%.							
The percentage of Asian_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 89% to 90%.							

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	White: 77% Black:50% Hispanic:59% Asian:89%	White:79% Black:55% Hispanic:63% Asian:90%					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5B.1. See goals 1, 3 & 4</p>	<p>5B.1. See goals 1, 3 & 4</p>	<p>5B.1. See goals 1, 3 & 4</p>	<p>5B.1. See goals 1, 3 & 4</p>	<p>5B.1. See goals 1, 3 & 4</p>		
<p><u>Mathematics</u> <u>Goal #5B:</u> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 51% to 56%.</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:</u></p>					

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	51%	56%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implement of CALLA is not consistent across math courses. -ELLs at varying levels of English language acquisition and acculturation</p>	<p>5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy in math. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area</p>	<p>5C.1 <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction</p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Common assessments (pre, post, mid, section, end of unit)</p>		
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	<p>is not consistent across core courses.</p> <p>- Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>teachers using CALLA and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs</p>					
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		<p>compared to the whole group.</p> <p>-Based on data math teachers differentiate instruction to remediate/enhance instruction.</p>					
<p><u>Mathematics</u> <u>Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Math will increase from 47% to 52%%.</p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>					
	47%	52%					

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		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Math teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in math through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.</p> <p>Action Steps</p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons.</p> <p>- ERT models lessons using A+ Rise Strategies for ELLs.</p> <p>- ERT observes content area teachers using A+Rise and provides feedback, coaching and support.</p> <p>- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise Strategies for ELLs.</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.2</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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		check walk-through.			-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
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		<p>5C.3</p> <p>-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual</p>	<p>5C.3</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments in math:</p> <p>-Extended time (lesson and assessments)</p> <p>-Small group testing</p> <p>-Para support (lesson and assessments)</p> <p>-Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.3</p> <p>Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	
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		<p>5C.4</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the ELL level.</p>	<p>5C.4</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in math through teachers working collaboratively to focus on ELL student learning. Specifically, they use the <u>Plan-Do-Check-Act model to structure their way of work for ELL students.</u></p> <p><u>Action Steps</u></p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in order to integrate them into the math lessons.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in math.</p> <p>-PLCs generate SMART goals for ELL students for upcoming units of instruction.</p> <p>-PLCs/teachers plan for upcoming lessons/units using targeted CALLA, A+ Rise strategies and Differentiated Instruction strategies based on ELLs</p>	<p>5C.4</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p>-PLC Facilitators</p> <p><u>How</u></p> <p>PLC logs (with specific ELL information) for like courses/grades.</p>	<p>5C.4</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.4</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>Semester Exams</u></p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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			<p>needs.</p> <p>-PLCs math teachers plan for accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.</p>		-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	Strategy Data Check	Student Evaluation Tool		
				How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD 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 SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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		IEP/SWD strategies and modifications into lessons.					
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.							
	32%	39%					

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		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><u>Strategy/Task</u></p> <p>SWD student achievement improves through teachers' implementation of the <u>Plan-Do-Check-Act model</u> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Actions</u></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p> <p><i>Plan for the "Do"</i></p> <p>What do teachers need to do in order to meet the SWD</p>	<p>5D.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration/coaches. Administration/coaches provides feedback</p> <p>-Administrators attended targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	
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		<p>SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/ best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work during the unit.</i></p> <p>For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD:</p> <p>-What worked within the</p>				
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		<p>lesson? How do we know it was successful? Why was it successful?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><i>Reflect/Check – Analyze Data</i></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/PLC/</p>				
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		<p>department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p>Act on the Data</p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p> <p>-What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)?</p> <p>-How are we going to re-teach the skill differently?</p> <p>-How we will know that our re-teaching/interventions are working?</p>				
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End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

Algebra EOC Goals	Problem Solving Process to Increase						
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	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg1. Students scoring proficient/satisfactory performance in Algebra (Levels 3-5).	1.1.	1.1. See Goals 1, 2, 4 & 5	1.1.	1.1.	1.1.		

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<p>Algebra Goal #1:</p> <p>The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 88% to 92%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>88%</p>	<p>92%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1.</p>	<p>2.1.</p> <p>See Goals 1, 2, 4 & 5</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Algebra Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 43% to 47%.</p>	<p><u>2012 Current Level of Performance:</u></p>	<p><u>2013 Expected Level of Performance:</u></p>					
	<p>43%</p>	<p>47%</p>					

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

End of Algebra EOC Goals

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL/ Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	6-8	-Math SAL/ Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist

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SWD Co-Teaching	6-8	DRT	ESE Teachers	On-going	Classroom walkthroughs	Administration Team
			General Ed Teachers			DRT
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	PLCs All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Mathematics Goals

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PART II: EXPECTED IMPROVEMENTS

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient/satisfactory performance (Level 3-5) in science.</p>	<p>1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.</p>	<p>1.1 <u>Strategy</u> Students' science skills will improve through participation in the <u>5E Instructional Model</u>. <u>Action Steps</u> -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for</p>	<p>1.1 <u>Who</u> Principal APC Science Coach (where available) Science SAL <u>How Monitored</u> -Classroom walk-throughs observing this strategy.</p>	<p>1.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1 <u>2x per year</u> District-level baseline and mid-year tests - Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>		
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		<p>upcoming lessons.</p> <p>-PLC teachers instruct students using the 5E Instructional Model.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.</p>				
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Science Goal #1:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 57% to 60%.	57%	60%					

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		<p>1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.2. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning using the SE Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit 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><u>Actions/Details</u> <i>Within PLCs:</i></p>	<p>1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.2. <u>2x per year</u> District Baseline and Mid-Year Testing _____ Semester Exams _____ <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
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			<p>-PLCs will use a PLC log to monitor the following:</p> <p>--Guide their Plan-Do-Check-Act conversations and way of work.</p> <p>--Monitor the frequency of meetings. All grade level/subject area PLCs collaborate _____ times per month for curriculum planning, reflection, and data analysis.)</p> <p>-Working with the core curriculum, within grade level PLCs teachers will:</p> <p>--Unpack the benchmark and identify what students need to understand, know, and do.</p> <p>--Plan for checks for understanding during the unit.</p> <p>--Plan for the End-of-Unit Assessment</p> <p>--Plan upcoming lessons/units using the 5E Instructional Model.</p> <p>--Reflect on the outcome of lessons taught</p>			
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		<p>--Analyze checks for understanding and core curriculum assessments.</p> <p>--Act on the core curriculum data by planning interventions for the whole class or small group.</p> <p>-PLCs will generate SMART goals for upcoming units of instruction.</p> <p>-PLCs will report SMART goal data through their logs.</p> <p>As a Science Department</p> <p>-PLC, share action plan successes and challenges of the grade levels courses.</p> <p>-PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.</p>				
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		<p>1.3 -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p>- Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.3 <u>Strategy</u> Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, <u>scientific processes, laboratory experiences, and uses of technology</u> (animations, probeware, digital microscopy).</p> <p><u>Action Steps</u> -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware,</p>	<p>1.3 <u>Who</u> Principal APC Science Resource Teachers (where available) Science Department Chairperson</p> <p><u>How Monitored</u> -Classroom walk-throughs observing this strategy.</p>	<p>1.3 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual 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> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3 <u>2x per year</u> District-level baseline and mid-year tests Semester Exams <u>During the Grading Period</u> Unit assessments</p>	
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		<p>simulations and animations) within the 5E Instructional Model.</p> <p>-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.</p> <p>-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.</p> <p>-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instructional Model.</p> <p>-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual</p>				
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			teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>2.1 <u>Strategy</u> Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <u>close reading model</u> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least _____ times per nine weeks.</p>	<p>2.1 <u>Who</u> Principal AP Science Coach Reading Coach Reading Leadership Team CCLS Science Team Science SAL/DH <u>How Monitored</u> Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.</p>	<p>Science PLC Resource meetings Reading Leadership Team PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p><u>3x-per year</u> District level baseline, mid-year, and pre-EOC administration - Semester Exams - <u>During the Grading Period</u> -mini-assessments -unit assessments</p>		
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	<p>Action Steps</p> <p><i>Professional Development</i></p> <p>-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</p> <p>-Teachers within departments attend professional development provided by the district/school</p>					

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	<p>on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><i>In PLCs/ Department</i></p> <p>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs review Close Reading Selections to determine word count and high-Lexile.</p> <p>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</p>					
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	<p>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous_</p> <p>- Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <p>-Guide students through</p>					
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	<p>text without reading or explaining the meaning of the text using the following:</p> <ul style="list-style-type: none"> --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of the 					
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		<p>text.</p> <p><i>During the lessons, students:</i></p> <ul style="list-style-type: none"> -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence. 				
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Science Goal #2:	2012 Current Level of Performance	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 19% to 21%.							
	19%	21%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

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PD Content /Topic 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
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 6-8	Reading Coach Science SAL Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

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PART II: EXPECTED IMPROVEMENTS

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p><u>Strategy</u></p> <p>Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p><u>Action Steps</u></p> <p>-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.)</p> <p><u>Plan:</u></p> <p>-Professional Development for updated</p>	<p><u>Who</u></p> <p>Principal APC SAL District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><u>How Monitored</u></p> <p>-PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches) -Evidence provided to AVID Site team</p>	<p>See "Check" & "Act" action steps in the strategies column</p>	<p>-Student monthly demand writes/formative assessments</p> <p>-Student daily drafts</p> <p>-Student revisions</p> <p>-Student portfolios</p>		
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		<p>rubric courses</p> <p>-Professional Development for instructional delivery of mode-specific writing</p> <p>-Training to facilitate data-driven PLCs</p> <p>-Using data to identify trends and drive instruction</p> <p>-Lesson planning based on the needs of students</p> <p>-Use of AVID Writing Curriculum</p> <p><u>Do:</u></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p>					
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		<p><u><i>Check:</i></u></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis of student writing to determine trends and needs</p> <p><u><i>Act:</i></u></p> <p>-Receive additional professional development in areas of need</p> <p>-Seek additional professional knowledge through book studies/ research</p> <p>-Spread the use of effective practices across the</p>					
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		<p>school based on evidence shown in the best practice of others</p> <p>-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.</p> <p>-Plan ongoing monitoring of the solution(s)</p>					
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 90% to 94%.							
	90%	94%					

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		<p>1.2.</p> <p>-Improve the teaching of reading skills of Language Arts teachers.</p> <p>-Become more proficient at pacing and teaching Springboard lessons.</p>	<p>1.2</p> <p><u>Strategy</u></p> <p>Students' reading, writing, language, and listening / speaking skills improves through engagement in college and career preparatory lessons/ activities/tasks that promote high levels of thinking.</p> <p><u>Action Steps</u></p> <p><i>Within PLCs</i></p> <p><u>Before the unit</u></p> <p>-Create norms.</p> <p>-Unpack an assessment and rubric.</p> <p>-Set SMART goals for the unit of instruction.</p> <p>-Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?)</p> <p>-Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment.</p> <p>-Reflect on barriers and successes from the year before.</p> <p>-Look at student assessment</p>	<p>1.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators and coaches attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p> <p>-Administration shares the data of PLC visits with staff on a monthly basis.</p> <p>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-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></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2.</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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		<p>exemplars (previous students assessments if available).</p> <p>-Visit the pacing guide and determine the pacing for the unit.</p> <p>-Decide on common terminology to use with students and during PLC discussions.</p> <p>-Look at the grammar instruction opportunities provided in the unit and determine their potential usage.</p> <p>-Decide on which vocabulary terms need to be taught during the unit.</p> <p>-Discuss the student's curriculum checklist.</p> <p>-Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels. __</p> <p>__</p> <p><u>During the unit</u></p> <p>-Determine:</p> <p>--What is working?</p> <p>--Is there a need to enrich the instruction? How?</p> <p>--What isn't working?</p> <p>--Is there a need to supplement the instruction? How?</p>	<p>-Samples of student work given to AVID Site team</p>			
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			<p>--Are the needs of our ELL/ SWD being met?</p> <p>--How can civics be added into instruction?</p> <p>--Is there a need for a demonstration classroom and/ or teacher swap?</p> <p>-Conduct a pacing check.</p> <p>-Bring anchor activities (artifacts) to assess student understanding.</p> <p>-Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?)</p> <p>-Plan strategies to differentiate.</p> <p>-Plan higher order thinking questions.</p> <p>-Discuss portfolio implementation (Success/ Barriers).</p> <p>-Discuss baseline data/data from anchor activities/data from EAs.</p> <p>-Determine whether teachers want to add additional criteria to the EA rubric.</p> <p>-Discuss additions to the writer's checklists.</p> <p>-</p> <p><u>During the assessment</u></p>			
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		<p>-Agree upon a date when all assessments need to be completed.</p> <p>-Discuss successes and challenges.</p> <p><u>After the assessment</u></p> <p>Participate in an assessment Norming session (Data to be discussed after EAs are all scored). _</p> <p>_</p> <p><u>After all assessments have been scored</u></p> <p>-Reflect on the unit.</p> <p>-Reflect on the effectiveness of the PLC (survey).</p> <p>-Revisit portfolios.</p> <p>-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened.</p> <p>-Recognize successes and celebrate.</p> <p><i>In the classroom</i></p> <p><u>During the lessons, teachers:</u></p> <p>-Post essential questions and daily objectives.</p>				
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		<p>-Explicitly reference connections between the following: essential questions, daily objective, and assessment.</p> <p>-Select learning strategies as needed.</p> <p>-Group students appropriately.</p> <p>-Scaffold instruction building towards higher complexity.</p> <p>-Model and provide opportunities for guided and independent practice of skills aligned with the assessment.</p> <p>-Use Socratic Seminar – AVID Strategy for oral language development</p> <p>-Select academic vocabulary from text to be used during a unit of instruction.</p> <p>-Use multiple types of formative assessment and provide consistent checks for student understanding.</p> <p>-Use data during the lesson and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u></p> <p>-Understand the criteria which will be used to evaluate their work.</p> <p>-Understand the purpose of the lesson and its connection to the assessment.</p>				
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			<p>-Think critically and creatively.</p> <p>-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.</p> <p>-Know when, why, and how to use strategies when appropriate free of teacher support.</p> <p>-Collaborate within structured grouping.</p> <p>-Self assess understanding of content.</p> <p>-Use academic vocabulary in written and oral responses.</p> <p><u>After the lessons, teachers:</u></p> <p>-Post exemplars of student work.</p> <p>-Self reflect on lessons.</p>				
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		<p>1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.3. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 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 are outlined on grade level/content area PLC action plans.</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <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.</p>	<p>1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.3. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	
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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

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Mode-based Writing Training	6-8	LA SAL	Language Arts Teachers	On-going	-Administration or Coach walk-throughs	
			PLC facilitators	PLC-grade level and vertical teams	-PLC logs turned into administration	Principal
			Academic Coach	AVID Site Team		APC
Springboard Pacing	6-8	LA SAL	Language Arts Teachers	On-going	-Administration or Coach walk-throughs	SAL
			PLC facilitators	PLC-grade level and vertical teams	-PLC logs turned into administration	PLC Facilitators
			Academic Coach			AVID Coordinator

End of Writing/Language Arts Goals

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PART II: EXPECTED IMPROVEMENTS

Attendance Goal(s)

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

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<p>I. Attendance</p>	<p>1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.</p>	<p>1.1 Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.</p>	<p>1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1 Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect</p>		
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Attendance Goal #1:	2012 Current	2013 Expected					
Attendance Rate:*	Attendance Rate:*	Attendance Rate:*					
1. The attendance rate will increase from 95.36% in 2011-2012 to 96% in 2012-2013.							
2. The attendance rate will increase from 95.36% in 2011-2012 to 96% in 2012-2013.							
The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%							
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.							
	95.36%	96%					

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	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	104	93					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	6	5					
		1.2 -Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis.	1.2 <u>Tier 1</u> All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports	

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		1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.3 Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	6-8	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP

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End of Attendance Goals

Suspension Goal(s)

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

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<p>I. Suspension</p>	<p>I.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>I.1 <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS</p>	<p>I.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>I.1 -PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
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		<p>walk-through form (generated by the district RtI facilitators).</p> <p>-The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p>					
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<p><u>Suspension Goal #1:</u></p> <p>1. The total number of In-School Suspensions will decrease by 10%.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total</u> <u>Number of</u></p> <p><u>In -School</u> <u>Suspensions</u></p>	<p><u>2013 Expected</u> <u>Number of</u></p> <p><u>In- School</u> <u>Suspensions</u></p>					
	<p>524</p>	<p>471</p>					
	<p><u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u></p> <p><u>In-School</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u></p> <p><u>In -School</u></p>					
	<p>200</p>	<p>180</p>					
	<p><u>2012 Number of</u> <u>Out-of-School</u> <u>Suspensions</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u></p>					
	<p>190</p>	<p>171</p>					

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	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of- School</u>	<u>Out-of-School</u>					
	128	115					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic 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
Positive Behavior Support 6-8 (PBS)		District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs
CHAMPS	6-8	USF Trainer District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

End of Suspension Goals

Health and Fitness Goal(s)

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

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<p>ADD ITIO NAL GOAL (S)</p>	<p>Pro ble m- So lvi ng Pro ces s to In cre ase St ud ent Ac hie ve me nt</p>						
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>1. Additional Goal</p> <p><u>Additio</u> <u>nal Goal</u> <u>#1:</u></p>	<p>1.</p>	<p>1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8</p>	<p>1.APC Guidance</p>	<p>1. Checking student schedules</p>	<p>1.</p>	
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During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 78% on the Pretest to 90% on the Posttest.	2012 Current Level	2013 Expected Level					
<i>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and</i>							

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<i>Posttest.</i>						
	78%	90%				
			2. Health and physical activity initiatives developed and implemented by the Principal's designee.	2. Principal's designee.	2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	2. PACER test component of the FITNESSGRAM PACER scoring for assessing cardiovascular health.
			3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	3. Physical Education Teacher	3. Classroom walkthroughs Classroom schedules	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

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

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

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

Continuous Improvement Goal(s)

ADDITIONAL GOAL(S)	Problem-Solving Processes to Increase						
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	St ud ent Ac hie ve me nt						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. Additional Goal <u>Additional Goal #1:</u></p>	<p>1.1 The leadership team will become more trained and conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of</p>	<p>1.1 <u>Who</u> Principal Leadership Team Subject Area Leaders PLC facilitators</p>	<p>1.1 “Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1 PLC Survey materials from Teams to Teach (Anne Jolly)</p>		
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	ings. - Teac hers ask ing for more PLC colla bora tion time. Poss ibili ty of wai ver will be expl ored.						
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The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase from 51.1% in 2012 to 60% in 2013.	2012 Current Level	2013 Expected Level					

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	51.60						
	.1%						
	%						

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Continuous Improvement Goals Professional Development

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

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

PD Content /Topic 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 Plan-Do-Check-Act Model	Leadership Team	Leadership Team	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs. walk-throughs	Administrator and leadership team	Leadership Team
	All teachers	Subject Area Leaders PLC Facilitators			Administrator and leadership attendance at PLC meetings PLC Survey data	

End of Additional Goal(s)

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

Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient/satisfactory performance in reading (Levels 4-9).</p>	A.1.	A.1. See Reading Goal 5d	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance</p>					

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

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Reading Goal B:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	N/A	N/A					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient/satisfactory performance in Listening/Speaking.	1.1.	1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 63% to 66%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	63%					
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient/satisfactory performance in Reading.	2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>27%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>E. Students scoring proficient/satisfactory performance in Writing.</p>	<p>2.1.</p>	<p>2.1.</p> <p>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 35% to 38%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	35					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

Math Florida Alternate Assessment Goals

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

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<u>Mathematics Goal</u> <u>F:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	N/A	N/A					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1. See M ath Goal 5d	G.1.	G.1.	G.1.		
<p>Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance</p>					

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	N/A	N/A					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

Science Florida Alternate Assessment Goal

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

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>J.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to</p>	<p>J.1. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>J.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		effectively implement IEP/SWD strategies and modifications into lessons.					
<u>Science Goal J:</u>	<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 FAA will maintain or increase by 1%.							
	N/A	N/A					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

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

NEW Writing Florida Alternate Assessment Goal

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

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

<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.I. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.I. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to</p>	<p>M.I. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>M.I. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <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. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>On-going writing prompts and assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		effectively implement IEP/SWD strategies and modifications into lessons.					
<u>Writing Goal M:</u>	<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 FAA will maintain or increase by 1%.							
	N/A	N/A					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1:</u> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

**2012-2013 School Improvement Plan (SIP)-Form SIP-1
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
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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<p><u>CTE Goal #1:</u></p> <p>Sustain the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 1 in 2012-2013.</p> <p>Increase the student membership from 15 in 2011-2012 to 30 in 2012-2013.</p>	<p>1.1.</p>	<p>1.1.</p> <p>Increase student participation in CTSO competitions/events.</p>	<p>1.1.</p> <p>CTE Teachers</p>	<p>1.1.</p> <p>Aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1.</p> <p>Log of number of CTSO events</p> <p>Log of number of students who attend CTSO events</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

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

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1 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 District	PD Participants (e.g. , PLC, subject, grade level, or school-wide) CTE Teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) October, 2012	Strategy for Follow-up/Monitoring Log of events and attendance	Person or Position Responsible for Monitoring CTE Contact Teacher
Establishing or growing a CTSO.	6-8					

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	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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