Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Davidsen Middle School	District Name: Hillsborough County
Principal: Brent McBrien	Superintendent: Mary Ellen Elia
SAC Chair: Amy Miller	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Brent McBrien	EdS. Ed Leadership MS Curriculum BS Elementary Ed	4	12	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: C 72% AYP
Assistant Principal	David Streeter	BS Wildlife Ecology MS Education Leadership Education Leadership (K-12) Biology (6-12) Middle Grades Endorsement Middle Grades Science	7	18	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: A 79% AYP
Assistant Principal	Ann Wilson	MS Education Leadership School Principal(K-12) MG Gen Science (5-9) Middle Grades Endt Physical Education	8	15	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: A 79% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Debbie Tallant	BA Arts and Letters ESOL English (6-12) Middle Grades Endorsement Reading Endorsement	13	14	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: A 79% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	

6.	Opportunities for teacher leadership	Principal	ongoing	
7.	Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: ● 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) **Academic Coach** ● The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** ● 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.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	1% (1)	4% (3)	51% (35)	43% (29)	43% (29)	100% (68)	12% (8)	6% (4)	25% (17)

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

Julia Poore Smeyl	Lauren King	ESE Department	Working together to plan lessons, ESE paperwork, meeting guidelines, etc.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III

Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- Brent McBrien – Principal

- David Streeter – Asst. Principal

- Ann Wilson – Asst. Principal

- Sherri Murphy – Guidance Counselor

- Juliet Johnson – Social Worker

- Lauren Brown – School Psychologist

- Luz Legra – ELL Representative

- Julia Poore Shmeyl – ESE Representative

- Amy Miller – SAC Chairman

- Debbie Tallant – Reading Coach

- Jeff Rohrbacker – Math Subject Area Leader

- Matt Spychala – LA Subject Area Leader

- Jackie Amato – Science Subject Area Leader

- Grady Miller – Social Studies Subject Area Leader

- Tracy Graves – Classroom Teacher

- Sue Houston – Classroom Teacher

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

The purpose of the 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 MTSS Leadership Team meets every two weeks.

The roles/functions of the MTSS Leadership Team:

1. Consult with the student's other teachers to see if they have observed a similar type problem (email, face to face, etc)

2. Consult with the student's Guidance Counselor to determine the specific need.

3. Guidance Counselor will request Tracy Graves or Sue Houston gather data from cumulative records and current teacher data for this child.

4. Graves/Houston will gather the data, prep on the appropriate RTI/MTSS forms, and submit to the Guidance Counselor

5. Guidance will then arrange a Problem Solving/PLC team meeting to discuss the data, the current concern, and possible interventions. This team will include: all teachers of the student, Graves/Houston, Guidance, School Psychologist, Social Worker, and ESE rep.

6. The team will reconvene after an appropriate amount of time has passed to determine if the interventions were successful or not. If not, the Guidance Counselor will place the child on the RTI/MTSS agenda.

7. At the RTI/MTSS meeting, the team will review all data and outcomes. They will then decide if more intervention is needed or if the students should be placed on the Child Study Team agenda [CST] for possible evaluation.

Graves/Houston responsibilities

Meet with School Psychologist to become familiar with the RTI/MTSS forms

Gather data from cumulative folders

Gather current data from all teachers

Know which forms to use and how to prep the data for compare and contrast

Meet with the Problem-Solving/PLC team

Keep in communication with Guidance Counselor regarding cases

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:

  o 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)

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

  o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

  o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

  o Develop and target interventions based on confirmed hypotheses.

  o 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 measureable (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?

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science *Formative Tests	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative

Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses *(Middle/High)*	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers

Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers	

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 RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. **The first training took place at a faculty meeting on Tuesday, September 18, 2012.** 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/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI 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/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) 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. **The first training took place at a faculty meeting on Tuesday, September 18, 2012.**

● Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

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:

- Brent McBrien - Principal

- David Streeter - Assistant Principal for Curriculum

- Debbie Tallant - Reading Coach

- Merle Supple - Reading Teacher

- Holliane Wright – Reading Teacher

- Jesse Hearn – Reading Teacher

- Roland Stevens – Reading Teacher

- Lynne Swenson – Reading Teacher

- Tracy Graves – Reading Teacher

- Mary Ann Pothier - Media Specialist

- Ciana Worme – Language Arts Teacher

- Grady Miller – Social Studies Teacher

- Jackie Amato – Science Teacher

- Melissa Deguispie – Math Teacher

- Debbie Mattox – AVID Teacher

- Matt Spychala - Language Arts Subject Area Leader

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, Mr. McBrien is the LLT chairperson. The Reading Coach, Debbie Tallant is a member of the team and provides extensive expertise in data analysis and reading interventions. The Reading Coach and Principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

The Principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the Principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas

- Professional Development

- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas

- Data analysis (on-going)

- Implementation of the K-12 Reading Plan

- Implementation of Close Reading Strategies in all Core Subjects

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory 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.
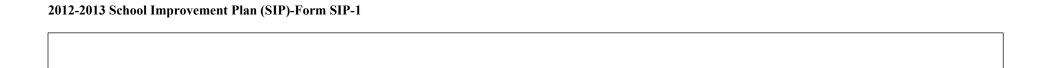
Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

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 is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT 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.

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.

*High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

| 1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). | 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 | 1.1.

Common Core Reading Strategy Across all Content Areas

Reading comprehension improves when <u>students are engaged in grappling with complex text</u>. 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. <u>All content area teachers are responsible for implementation.</u>

Action Steps

Action steps for this strategy are outlined on grade level/content area PLC action plans. | 1.1.

<u>Who</u>

-Brent McBrien-Principal

-David Streeter-AP

-Debbie Tallant-Reading Coach

-Matt Spychala-LA SAL

-Grady Miller-SS SAL

-Jackie Amato-SC SAL

-Jeff Rohrbacker-M SAL

-PLC facilitators (listed above)

<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.

-Administration | 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 Leadership Team.

-Data is used to drive teacher support and student supplemental instruction. | 1.1.

<u>3x per year</u>

- FAIR

<u>During the Grading Period</u>

- Common assessments (pre, post, mid, section, end of unit, intervention checks) | | |

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 57% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57%	**60%**					

		1.2.	1.2.	1.2.	1.2.	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	**Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	<u>Who</u> -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) <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. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed	<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	<u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				in PLC meetings on a monthly basis.	student supplemental instruction.		
			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.				

1.3.	1.3.	1.3.	1.3.	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	**Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

| | | | | 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 strategy implementation. | student supplemental instruction. | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.

-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 | 2.1.

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 for this strategy are outlined on grade level/content area PLC action plans. | 2.1.

Who

-Brent McBrien-Principal

-David Streeter-AP

-Debbie Tallant-Reading Coach

-Matt Spychala-LA SAL

-Grady Miller-SS SAL

-Jackie Amato-SC SAL

-Jeff Rohrbacker-M SAL

-PLC facilitators (listed above)

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 | 2.1.

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. | 2.1.

3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks) | | |

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 31% to 34%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31%	**34%**					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		-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	**Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	<u>Who</u> -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) <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. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed	<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	<u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				in PLC meetings on a monthly basis.	student supplemental instruction.		
			Action Steps				
			Action steps for this strategy are outlined on grade level/content area PLC action plans.				

		2.3.	2.3.	2.3.	2.3.	2.3.	
		-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	**Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

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

| 3. **FCAT 2.0:** Points for students making Learning Gains in reading. | 3.1.

-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 | 3.1.

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 for this strategy are outlined on grade level/content area PLC action plans. | 3.1.

Who

-Brent McBrien-Principal

-David Streeter-AP

-Debbie Tallant-Reading Coach

-Matt Spychala-LA SAL

-Grady Miller-SS SAL

-Jackie Amato-SC SAL

-Jeff Rohrbacker-M SAL

-PLC facilitators (listed above)

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 | 3.1.

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. | 3.1.

3x per year

- FAIR

During the Grading Period

- Common assessments (pre, post, mid, section, end of unit, intervention checks) | | |

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63 **Points**	**66** **Points**					

		3.2.	3.2.	3.2.	3.2.	3.2.	
		-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	**Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	<u>Who</u> -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) <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. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed	<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	<u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	in PLC meetings on a monthly basis.	student supplemental instruction.	

		3.3.	3.3.	3.3.	3.3.	3.3.	
		-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	**Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

| | | | | 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 strategy implementation. | student supplemental instruction. | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | **Anticipated Barrier** | **Strategy** | **Fidelity Check**

Who and how will the fidelity be monitored? | **Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy? | **Student Evaluation Tool** | | |

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1.	4.1.	4.1.	4.1.		
	-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	**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 for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) 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	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.	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)		

| | | | and coach rotate through PLCs looking for complex text discussion.

-Administration shares the positive outcomes observed in PLC meetings on a monthly basis. | | | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 61 points to 64 points. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | **61

Points** | **64

Points** | | | | | |

		4.2.	4.2.	4.2.	4.2.	4.2.	
		-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	**Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	<u>Who</u> -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) <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. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed	<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	<u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				in PLC meetings on a monthly basis.	student supplemental instruction.		
			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.				

		4.3.	4.3.	4.3.	4.3.	4.3.	
		-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	**Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				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 strategy implementation.	student supplemental instruction.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**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%.							
Reading Goal #5:							

| 5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5A.1.

White:73%

Black:51%

Hispanic:44%

Asian:68%

American Indian:N/A | 5A.1.

See Goals 1,3,&4 | 5A.1. | 5A.1. | 5A.1. | | |

Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 44% to 50 %. The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 73% to 76 %. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 68% to 71%.						
	White:73% Black:48% Hispanic:44% Asian:68% American Indian:N/A	White:76% Black:51% Hispanic:50% Asian:71% American Indian:N/A				

		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**		

| 5B. Economically Disadvantaged students not making satisfactory progress in reading. | 5B.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 | 5B.1.

Common Core Reading Strategy Across all Content Areas

Reading comprehension improves when <u>students are engaged in grappling with complex text</u>. 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. <u>All content area teachers are responsible for implementation.</u>

Action Steps

Action steps for this strategy are outlined on grade level/content area PLC action plans. | 5B.1.

<u>Who</u>

-Brent McBrien-Principal

-David Streeter-AP

-Debbie Tallant-Reading Coach

-Matt Spychala-LA SAL

-Grady Miller-SS SAL

-Jackie Amato-SC SAL

-Jeff Rohrbacker-M SAL

-PLC facilitators (listed above)

<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.

-Administration | 5B.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 Leadership Team.

-Data is used to drive teacher support and student supplemental instruction. | 5B.1.

<u>3x per year</u>

- FAIR

<u>During the Grading Period</u>

- Common assessments (pre, post, mid, section, end of unit, intervention checks) | | |

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				
Reading Goal #5B: The percentage of Economically Disadvantages students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 42% to 48%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42%	**48%**					

		5B.2.	5B.2.	5B.2.	5B.2.	5B.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	**Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) 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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				in PLC meetings on a monthly basis.	student supplemental instruction.		
			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.				

		5B.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	5B.3. **Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	5B.3. Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	5B.3. 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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	5B.3. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

| | | | | 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 strategy implementation. | student supplemental instruction. | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | **Anticipated Barrier** | **Strategy** | **Fidelity Check**

Who and how will the fidelity be monitored? | **Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy? | **Student Evaluation Tool** | | |

| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | 5C.1.

-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 | 5C.1.

Common Core Reading Strategy Across all Content Areas

Reading comprehension improves when <u>students are engaged in grappling with complex text</u>. 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. <u>All content area teachers are responsible for implementation.</u>

Action Steps

Action steps for this strategy are outlined on grade level/content area PLC action plans. | 5C.1.

<u>Who</u>

-Brent McBrien-Principal

-David Streeter-AP

-Debbie Tallant-Reading Coach

-Matt Spychala-LA SAL

-Grady Miller-SS SAL

-Jackie Amato-SC SAL

-Jeff Rohrbacker-M SAL

-PLC facilitators (listed above)

<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.

-Administration | 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 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 Leadership Team.

-Data is used to drive teacher support and student supplemental instruction. | 5C.1.

<u>3x per year</u>

- FAIR

<u>During the Grading Period</u>

- Common assessments (pre, post, mid, section, end of unit, intervention checks) | | |

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				
Reading Goal #5C: The percentage of English Language Learner students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 18% to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	**26%**					

	–	5C.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	5C.2. **Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	5C.2. <u>Who</u> -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) <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. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed	5C.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	5C.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				in PLC meetings on a monthly basis.	student supplemental instruction.		
			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.				

		5C.3.	5C.3.	5C.3.	5C.3.	5C.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	**Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

| | | | | 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 strategy implementation. | student supplemental instruction. | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | **Anticipated Barrier** | **Strategy** | **Fidelity Check**

Who and how will the fidelity be monitored? | **Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy? | **Student Evaluation Tool** | | |

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | 5D.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 | 5D.1.

Common Core Reading Strategy Across all Content Areas

Reading comprehension improves when <u>students are engaged in grappling with complex text</u>. 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. <u>All content area teachers are responsible for implementation.</u>

Action Steps

Action steps for this strategy are outlined on grade level/content area PLC action plans. | 5D.1.

<u>Who</u>

-Brent McBrien-Principal

-David Streeter-AP

-Debbie Tallant-Reading Coach

-Matt Spychala-LA SAL

-Grady Miller-SS SAL

-Jackie Amato-SC SAL

-Jeff Rohrbacker-M SAL

-PLC facilitators (listed above)

<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.

-Administration | 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 Leadership Team.

-Data is used to drive teacher support and student supplemental instruction. | 5D.1.

<u>3x per year</u>

- FAIR

<u>During the Grading Period</u>

- Common assessments (pre, post, mid, section, end of unit, intervention checks) | | |

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				
Reading Goal #5D: The percentage of Students with Disabilities scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 18% to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	**26%**					

		5D.2.	5D.2.	5D.2.	5D.2.	5D.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	**Common Core Reading Strategy Across all Content Areas** 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, Costas). 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. **All content area teachers are responsible for implementation**.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) 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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

			Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	in PLC meetings on a monthly basis.	student supplemental instruction.		

		5D.3.	5D.3.	5D.3.	5D.3.	5D.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	**Common Core Reading Strategy Across all Content Areas** 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. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Brent McBrien-Principal -David Streeter-AP -Debbie Tallant-Reading Coach -Matt Spychala-LA SAL -Grady Miller-SS SAL -Jackie Amato-SC SAL -Jeff Rohrbacker-M SAL -PLC facilitators (listed above) How -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	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 the development of their individual/PLC 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 Problem Solving Leadership Team. -Data is used to drive teacher support and	3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	

				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 strategy implementation.	student supplemental instruction.		

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.

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

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
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 (6-8)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going in PLC's bi-monthly	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (6-8)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going in PLC's bi-monthly	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
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 in PLC's bi-monthly	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Analyzing Student FAIR Data	Grades 6-8	Reading Coach District Middle/ Secondary Reading Team	Reading teachers and content area teachers	Faculty Meeting/Training Oct., Jan. and April	Administrator will review Reading and LA PLC logs to monitor the analysis of student data to inform instructional decisions.	Principal and Administrative Team

End of Reading Goals

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Elementary or Middle School Mathematics Goals

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

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

1. FCAT 2.0: **Students scoring proficient in mathematics (Level 3-5).**	1.1 -Lack of infrastructure to support technology -Teachers at varying understanding of the intent of the CCSS	1.1 **Strategy** Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating	1.1 Who - Principal -Math SAL -Technology Specialist How Monitored -Classroom walk-throughs observing this strategy.	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.	1.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Chapter/Unit Tests -Benchmark mini assessments		

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 62% to 65%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	62%	**65%**				
		1.2. Teachers may lack awareness of Kagan Strategies	1.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	1.2. -Bi-monthly PLC meetings	1.2. -Administrative walk-throughs	1.2. -Math SAL -Administration

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

2. FCAT 2.0: **Students scoring Achievement Levels 4 or 5 in mathematics.**	2.1 -Lack of infrastructure to support technology -Teachers at varying understanding of the intent of the CCSS	2.1 **Strategy** Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating	2.1 Who - Principal -Math SAL -Technology Specialist How Monitored -Classroom walk-throughs observing this strategy.	2.1 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.	2.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Chapter/Unit Tests -Benchmark mini assessments	

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
<u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 33% to 36%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	33%	**36%**				
		2.2. Teachers may lack awareness of Kagan Strategies	2.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	2.2. -Bi-monthly PLC meetings	2.2. -Administrative walk-throughs	2.2. -Math SAL -Administration
		2.3	2.3	2.3	2.3	2.3

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

3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1 -Lack of infrastructure to support technology -Teachers at varying understanding of the intent of the CCSS	3.1 **Strategy** Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating	3.1 Who - Principal -Math SAL -Technology Specialist How Monitored -Classroom walk-throughs observing this strategy.	3.1 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.	3.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Chapter/Unit Tests -Benchmark mini assessments		

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 68 points to 71 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	68 Points	**71 Points**				
		3.2. Teachers may lack awareness of Kagan Strategies	3.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	3.2. -Bi-monthly PLC meetings	3.2. -Administrative walk-throughs	3.2. -Math SAL -Administration

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

| 4. **FCAT 2.0:** Points for students in Lowest 25% making learning gains in mathematics. | 4.1

-Lack of infrastructure to support technology

-Teachers at varying understanding of the intent of the CCSS | 4.1

Strategy

Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.

Action Steps

-PLCs write SMART goals based on each Grading Period of material

-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.

-PLC teachers instruct students using the core curriculum, incorporating | 4.1

Who

- Principal

-Math SAL

-Technology Specialist

How Monitored

-Classroom walk-throughs observing this strategy. | 4.1

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. | 4.1

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

-Chapter/Unit Tests

-Benchmark mini assessments | | |

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 63 points to 66 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	63 Points	**66 Points**				
		4.2. Teachers may lack awareness of Kagan Strategies	4.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	4.2. -Bi-monthly PLC meetings	4.2. -Administrative walk-throughs	4.2. -Math SAL -Administration

		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%.							
Math Goal #5:							

| 5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics** | 5A.1.

White:79%

Black:44%

Hispanic:49%

Asian:79%

American Indian:N/A | 5A.1. | 5A.1. | 5A.1. | 5A.1. | | |

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

Mathematics Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 49% to 54 %. The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 79% to 81%. The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 79% to 81%.						
	White:79% Black:44% Hispanic:49% Asian:79% American Indian:N/A	White:81% Black:50% Hispanic:54% Asian:81% American Indian:N/A				

		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**		

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. -Lack of infrastructure to support technology -Teachers at varying understanding of the intent of the CCSS	5B.1. **Strategy** Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating	5B.1. Who - Principal -Math SAL -Technology Specialist How Monitored -Classroom walk-throughs observing this strategy.	5B.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.	5B.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Chapter/Unit Tests -Benchmark mini assessments		

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 45% to 51%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	45%	**51%**				

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		Teachers may lack awareness of Kagan Strategies	-Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	-Bi-monthly PLC meetings	-Administrative walk-throughs	-Math SAL -Administration	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. -Lack of infrastructure to support technology -Teachers at varying understanding of the intent of the CCSS	5C.1. **Strategy** Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating	5C.1. Who - Principal -Math SAL -Technology Specialist How Monitored -Classroom walk-throughs observing this strategy.	5C.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.	5C.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Chapter/Unit Tests -Benchmark mini assessments		

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Mathematics Goal #5C: The percentage of English Language Learner students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 24% to 32%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	24%	**32%**				
		5C.2. Teachers may lack awareness of Kagan Strategies	5C.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	5C.2. -Bi-monthly PLC meetings	5C.2. -Administrative walk-throughs	5C 2. -Math SAL -Administration

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

| 5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. | 5D.1.

-Lack of infrastructure to support technology

-Teachers at varying understanding of the intent of the CCSS | 5D.1.

Strategy

Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.

Action Steps

-PLCs write SMART goals based on each Grading Period of material

-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.

-PLC teachers instruct students using the core curriculum, incorporating | 5D.1.

Who

- Principal

-Math SAL

-Technology Specialist

How Monitored

-Classroom walk-throughs observing this strategy. | 5D.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. | 5D.1.

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

-Chapter/Unit Tests

-Benchmark mini assessments | | |

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.					
Mathematics Goal #5D: The percentage of Students with Disabilities scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 21% to 29%. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	**29%**					

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		Teachers may lack awareness of Kagan Strategies	-Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	-Bi-monthly PLC meetings	-Administrative walk-throughs	-Math SAL -Administration	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** 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 in Algebra (Levels 3-5). | 1.1

-Lack of infrastructure to support technology

-Teachers at varying understanding of the intent of the CCSS | 1.1

Strategy

Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing.

Action Steps

-PLCs write SMART goals based on each Grading Period of material

-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.

-PLC teachers instruct students using the core curriculum, incorporating | 1.1

Who

- Principal

-Math SAL

-Technology Specialist

How Monitored

-Classroom walk-throughs observing this strategy. | 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. | 1.1

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

-Chapter/Unit Tests

-Benchmark mini assessments | | |
|---|---|---|---|---|---|---|

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 78% to 81%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	78%	**81%**				
		1.2. Teachers may lack awareness of Kagan Strategies	1.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	1.2. -Bi-monthly PLC meetings	1.2. -Administrative walk-throughs	1.2. -Math SAL -Administration

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

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

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1 -Lack of infrastructure to support technology -Teachers at varying understanding of the intent of the CCSS	2.1 **Strategy** Students' math skills will improve through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, students will practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs write SMART goals based on each Grading Period of material -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -PLC teachers instruct students using the core curriculum, incorporating	2.1 Who - Principal -Math DH/SAL -Technology Specialist How Monitored -Classroom walk-throughs observing this strategy.	2.1 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.	2.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Chapter/Unit Tests -Benchmark mini assessments	

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-teach skills using appropriate materials.				
Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	38%	**41%**				
		2.2. Teachers may lack awareness of Kagan Strategies	2.2. -Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	2.2. -Bi-monthly PLC meetings	2.2. -Administrative walk-throughs	2.2. -Math SAL -Administration

		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
Instructional Materials and Technology for CCSS	6-8	-Math Contact & Grade Level PLC Facilitator	Math Teachers	PLC Meetings every two weeks	Administrators conduct targeted walk-throughs	Administration Team
Math End of Course Assessments	Algebra	-Math SAL -APC	Algebra Teachers	Prior to the administration of the test	EOC testing	APC
Analyzing first semester exams	Algebra	-Math SAL	Algebra Teachers	After the administration of the test	PLC logs	APC

End of Mathematics Goals

Elementary and Middle School Science Goals

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

1. **FCAT 2.0:** Students scoring proficient (Level 3-5) in science.	1.1	1.1	1.1	1.1	1.1		
	-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)	**Strategy** 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, scientific processes, laboratory experiences, and uses of technology (animations, probeware, digital microscopy). **Action Steps** -As a Professional Development activity in their PLCs, teachers spend time sharing,	Who Principal APC Science Department Chairperson How Monitored -Classroom walk-throughs observing this strategy.	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 Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Unit assessments		

		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, simulations and animations) within the 5E Instructional Model. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-				

		centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model. -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. -Monthly, school leaders conduct one-on-one data chats with individual 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).				
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 49% to 52%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	49%	**52%**				

		1.2	1.2	1.2	1.2	1.2	
		-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.	**Strategy** 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 **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 3 times per nine weeks. **Action Steps** *Professional Development* -he Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.	<u>Who</u> Teacher Principal AP Reading Resource Teacher 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.	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.	<u>3x-per year</u> District level baseline, mid-year, and pre-EOC administration <u> </u> <u>Semester Exams</u> <u> </u> <u>During the Grading Period</u> -mini-assessments -unit assessments	

			-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. ***In PLCs/Department*** -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -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 - 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. ***During the lessons, teachers:*** -Guide students through text without reading or explaining the meaning of the text using the following: • 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 text. *During the lessons, students:* • 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.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in science.	2.1	2.1	2.1	2.1	2.1		
	-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)	**Strategy** 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, scientific processes, laboratory experiences, and uses of technology (animations, probeware, digital microscopy). **Action Steps** -As a Professional Development activity in their PLCs, teachers spend time sharing,	Who Principal APC Science Department Chairperson How Monitored -Classroom walk-throughs observing this strategy.	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 Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Unit assessments		

		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, simulations and animations) within the 5E Instructional Model. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-					

		centered learning through the use of the 5E Instructional Model.

-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.

-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.

-Monthly, school leaders conduct one-on-one data chats with individual 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).				
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 12% to 15%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	12%	**15%**				

		2.2	2.2	2.2	2.2	2.2	
		-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.	**Strategy** 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 **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 3 times per nine weeks. _ **Action Steps** *Professional Development* -he Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.	Who Teacher Principal AP Reading Resource Teacher Reading Leadership Team CCLS Science Team Science SAL/DH How Monitored Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.	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.	3x-per year District level baseline, mid-year, and pre-EOC administration _ Semester Exams _ During the Grading Period -mini-assessments -unit assessments	

			-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. ***In PLCs/Department*** -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -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 - 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. ***During the lessons, teachers:*** -Guide students through text without reading or explaining the meaning of the text using the following: • 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 text. ***During the lessons, students:*** • 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.					
		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

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

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
Technology and Hands-On Activities (animations/ Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science DH/SAL and Technology Resource	Science Departmental PLCs	On going throughout school year. PLCs meet twice monthly.	Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation.	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

Writing/Language Arts Goals

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

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

1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. Teachers are not familiar with the Language Arts Common Core	1.1. **Strategy** Students' reading, writing, language, and listening /speaking skills will improve through engagement in college and career preparatory lessons/activities/ tasks that promote high levels of thinking. **Action Steps** *Within PLCs* Before the unit -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the	1.1 Who Teacher Principal APEI APC SAL/DH Resource/Contact PLCs District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) Generalist How Monitored -PLC logs -Classroom walk-throughs Springboard Walk-Through Observation Form -Conferencing while writing walk-through tool	1.1 See "Check" & "Act" action steps in the strategies column	1.1 -Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios		

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

| | | anchor activities teachers will use to assess students' understanding along the way to the assessment.

-Reflect on barriers and successes from the year before.

-Look at student assessment exemplars (previous students' assessments if available).

-Visit the pacing guide and determine the pacing for the unit.

-Decide on common terminology to use with students and during PLC discussions.

-Look at the grammar instruction opportunities provided in the unit and determine their potential usage.

-Decide on which vocabulary | (for coaches) | | | | |
|---|---|---|---|---|---|---|

		terms need to be taught during the unit.
		
		-Discuss the student's curriculum checklist.
		
		-Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.
		
		<u>During the unit</u>
		
		-Determine:
		
		   --What is working?
		
		   --Is there a need to enrich the instruction? How?
		
		   --What isn't working?
		
		   --Is there a need to supplement the instruction? How?
		
		   --Are the needs of our ELL/ SWD students being met?				

		--How can civics be added into instruction? --Is there a need for a demonstration classroom and/or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding. -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?) -Plan strategies to differentiate. -Plan higher order thinking questions. -Discuss portfolio implementation (Success/Barriers). -Discuss baseline date/data from anchor activities/					

		data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists. During the assessment -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges. After the assessment Participate in an assessment norming session (Data to be discussed after EAs are all scored). After all assessments have been scored				

		-Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios. -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be retaught or strengthened. -Recognize successes and celebrate. ***In the classroom*** <u>During the lessons, **teachers**:</u> -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment.				

		-Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction. -Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson and after the assessment to inform instruction.				

		During the lessons, students: -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment. -Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in					

		written and oral responses. After the lessons, **teachers**: -Post exemplars of student work. -Self reflect on lessons.					
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 85% to 88%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85%	**88%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	6-8	Teacher		Through Spring 2013	PLC logs turned into administration	Brent McBrien-Principal
		Resource/ Contact Rep	Language Arts Teachers		Walk-throughs	David Streeter-APC
			PLC-grade level and vertical teams			Matt Spychala-SAL
		LA DH/SAL				PLC Facilitators
		PLC facilitators				
		Academic Coach				
Differentiated Instruction						

Springboard Pacing	6-8	Teacher		Through Spring 2013	PLC logs turned into administration	Brent McBrien-Principal
		Resource/ Contact Rep	Language Arts Teachers		Walk-throughs	David Streeter-APC
		LA DH/SAL	PLC-grade level and vertical teams			Matt Spychala-SAL
		PLC facilitators				PLC Facilitators
		Academic Coach				

End of Writing Goals

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

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		

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

1. Attendance	1.1	1.1 **Tier 1**	1.1	1.1	1.1		
	-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	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.	Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	Attendance committee will monitor the attendance data from the targeted group of students.	Instructional Planning Tool Attendance/ Tardy data Ed Connect		

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. 2The 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%	**96%**					

	2012 Current Number of Students with Excessive Unexcused Absences (10 or more)	2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)					
	99	**89**					
	2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)	2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)					
	4	**3**					

		1.2	1.2 **Tier 2/3**	1.2	1.2	1.2	
		There is no attendance committee action plan that addresses students with 5-10 days of unexcused absences and/or unexcused tardies.	When a student reaches 5-10 days of unexcused absences and/or unexcused tardies to school, the administration or identified staff will investigate the reason for the absences and may notify the parents and guardians via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improving his/ her attendance/tardies.	Schools develop on their own Attendance committee reviews the outcomes of plans that address students with 5-10 unexcused absences and/or unexcused tardies.	Attendance committee will monitor the data for the targeted group of students.	Instructional Planning Tool	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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	Asst. Principal	School-wide	Pre-planning (August 2012)	Random check of EdLine postings	Ann Wilson-Assistant Principal
Attendance Procedures and Intervention Strategies	6-8	Social Worker	School-wide	Pre-planning (August 2012)	Review attendance reports monthly	Ann Wilson- Assistant Principal
		Guidance Counselor				Sherri Murphy- Guidance Counselor
						Juliet Johnson-Social Worker

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**		

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

1. Suspension	1.1. Teachers need to have common school-wide expectations and rules and provide explicit instruction to students for appropriate classroom behavior.	1.1. **TIER 1** -Strategies from Teach Like a Champion and Spirit Whisperers 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. These will be carried out through PLC's. -Administrators conduct walkthroughs using a walk-through form (generated by the district RtI facilitators).	1.1. -Leadership Team -Administration Walk-through data will be used to determine need.	1.1. Leadership Team and Administration will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	1.1. Instructional Planning Tool, EdConnect and suspension data cross-referenced with mainframe discipline data		

		-The data is shared with Leadership Team at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.					

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

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%.							
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	743	**668**					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	271	**243**				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	362	**325**				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	172	**154**				
	1.2. Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.2. **TIER 2** A mentor program will be created and implemented to identify and support struggling students, based on academic need, behavior need, and/or attendance need.	1.2. Social Worker- Juliet Johnson	1.2. The Social Worker and Mentors will meet quarterly to identify areas of improvement and areas of need.	1.2. Attendance Data, Discipline Data, Progress Reports, FAIR Data.	
		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
Strategies from Teach Like a Champion	6-8	On site PLC Leader	School-wide, during subject PLC's.	Every two months during subject PLC.	PLC Facilitators and the PSLT/ Behavior Committee will support PLCs to design and implement classroom management strategies acquired through the book study.	Administration and guidance walk-throughs
Strategies from Spirit Whisperer	6-8	On site PLC Leader	School-wide, during subject PLC's.	Every two months during subject PLC.	PLC Facilitators and the PSLT/ Behavior Committee will support PLCs to design and implement classroom management strategies acquired through the book study.	Administration and guidance walk-throughs

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention					

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**					

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. Parent Involvement Parent Involvement Goal #2:	2.1.	2.1.	2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**					

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

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		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
1. Health and Fitness Goal	1.1. Students do not lead a healthy lifestyle.	1.1. 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	1.1. APC Guidance Principal	1.1. Checking student schedules	1.1. Student schedules Master schedules		

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

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*				
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 58% on the Pretest to 65% on the Posttest. *Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.*						
	58%	**65%**				
		1.2.	1.2. Health and physical activity initiatives developed and implemented by the Principal's designee- Dave Nelson.	1.2. Principal's designee- Dave Nelson	1.2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
		1.3.	1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.3. Physical Education Teacher	1.3. Classroom walk-throughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**					

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1. -Still confusion on how the Plan-Do-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.	1.1. The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leaders will guide their PLC's through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1. Who Brent McBrien-Principal Leadership Team Subject Area Leaders How -Administrators will review PLC logs and provide feedback. -Administrator walk-throughs of PLCs.	1.1. Feedback from Subject Area Leaders and Administrators	1.1.		

Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*				
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 40% in 2012 to 60% In 2013.						
	40%	**60%**				
		1.2. -Not enough time to meet in PLCs.	1.2. -Teachers of same subject will be given common planning time. -On occasion, faculty meetings will be divided into subject area meetings, to include PLCs.	1.2. <u>Who</u> Administrators <u>How</u> Master Schedule	1.2. PLC surveys will be administered to teachers every nine weeks.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

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

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).	A.1.	A.1.	A.1.	A.1.	A.1.		
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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.	B.1.	B.1.	B.1.		
Reading Goal B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4				
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 68% to 71%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	68%					

		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 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.	

CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 21% to 24%.	**21%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

E. Students scoring proficient in Writing.	2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 31%.	2012 Current Percent of Students Proficient in Writing :					
	28%					
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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.	F.1.	F.1.	F.1.		

| Mathematics Goal F:

Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		F.2.	F.2.	F.2.	F.2.	F.2.
		F.3.	F.3.	F.3.	F.3.	F.3.

G. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**	G.1.	G.1.	G.1.	G.1.	G.1.		
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check 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		

H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**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**		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		

Geometry Goal I:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High 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 | | |
|---|---|---|---|---|---|---|---|
| **J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).** | J.1. | J.1. | J.1. | J.1. | J.1. | | |
| Science Goal J:

Enter narrative for the goal in this box. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** 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**	

K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

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

M. Florida Alternate Assessment: **Students scoring at 4 or higher in writing (Levels 4-9).**	M.1.	M.1.	M.1.	M.1.	M.1.	
Writing Goal M: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		M.2.	M.2.	M.2.	M.2.	M.2.
		M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**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**
STEM Goal #1: Expand use of appropriate technologies, such as probeware, simulations (Gizmos), and others for learning.	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.
		Need common planning time for math, science, ELA and other STEM teachers	We will offer two STEM Robotics Classes.	David Streeter-Assistant Principal will monitor through scheduling.	Administrative/SAL walk-throughs	Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
		1.3.	1.3.	1.3.	1.3.	1.3.
		Need common planning time for math, science, ELA and other STEM teachers	7th Grade Math Gifted/Honors classes will participate in Castle Challenges that incorporate technology.	David Streeter-Assistant Principal will monitor through scheduling.	Administrative/SAL walk-throughs	Logging number of project-based learning in math per nine weeks. Share data with teachers.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration
Robotics Training	7-8	District	Science Teachers	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

NEW 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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Sustain/Increase the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 2 in 2012-2013. Increase the student membership from 5 in 2011-2012 to 15 in 2012-2013.	Students do not have transportation to meet before/after school.	Increase student participation in CTSO competitions/events.	CTE Teachers – Karol Fellows, Sue Barnett	Aggregate and analyze the data every quarter to develop next steps	Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

or PD Activity

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

PD Content /Topic 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
Establishing or growing a CTSO.	6-8	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	XPrevent

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

School Advisory Council (SAC)

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

    X Yes   No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

Final Amount Spent			