Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Franklin Boys Preparatory Academy	District Name: Hillsborough County Public Schools, FL
Principal: John Haley	Superintendent: MaryEllen Elia
SAC Chair: Amanda Sheets	Date of School Board Approval: Pending 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	John Haley	School Principle (all levels) Social Science 6-12	2	17	11/12 D 10/11 C 67% AYP 09/10 C 67% AYP 08/09 C 67% AYP
Assistant Principal	Michael Bobo	Education Leadership (all levels) English 6-12	2	8	11/12 D 10/11: A 67% AYP 09/10: A 69% AYP 08/09: A 74% AYP

	Theoron Smith	Education Leadership (all levels) Driver Education Physical Education (6-12)	5	10	11/12 D 10/11: C 72% AYP 09/10: C 85% AYP 08/09: C 74% 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	Kelly Baker	ESOL Middle Grades Curriculum, Reading k-12	2	3	11/12 D 10/11 79% AYP

Math	Patricia Hall	ESOL English 6-12 Gifted Middle grade Math	2	4	11/12 D 10/11 C 85% AYP 09/10 C 85% AYP
Science	Janet Stueart	Early child Education Elementary Education (1-6) Gifted Middle Grades General Science	2	2	11/12 D 10/11 C 67% 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 effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
5	**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
35	14 %	26 %	49 %	11 %	40 %	86 %	6%	3%	23 %

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
Nelson Rodriguez	Janet Steuart	Science Coach	Scheduled coach/ mentor meetings
Cameron Gauither	Brian Willeke	Experience Math Teacher	Mentoring during team/grade meeting times
Chad Myers	Jennifer Williams	Science Subject Area Leader	PLC meeting time Champ assistance

Emily Mitchell	Patty Hall	Math coach and Math Subject Area Leader	Mentoring during team/PLC meeting
Jill Horner	Baker	Reading Coach	Plan student lessons driven by data
Victoria Custalow	Wasserman	ESE specialist	IEP assistance

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 Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs NA
Head Start We utilize information from students in Head Start to transition into Kindergarten.

Adult Education NA
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The Leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- Social Worker
- Lead Teacher
- Academic Coaches (Reading, Math, Science)
- ESE teacher
- Subject Area Leaders
- Team Leaders
- SAC Chair
- Behavior Team Representative or Behavior Specialist/Coach

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 our bi-weekly PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly academic growth over long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/ PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/ integrating reading and writing strategies across all other content areas).

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

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

- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and 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 Math and Science fall and mid-year formatives	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 Monthly BPA writes FCAT writes style	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. Science and Math teacher generated test	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
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). 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 between GPA/BPA	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	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. 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.
- 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 Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: ● Principal ● Assistant Principal for Curriculum ● Reading Coach ● Reading Teachers ● Media Specialist ● Lead Teacher ● Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains

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 is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

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) using a Data Wall in the reading coaches classroom
- Implementation of the K-12 Reading Plan

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?

The Boys Preparatory Academy annually has all incoming sixth grade students scheduled in all the electives for a 3 week trail. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Subject Area Leaders, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, The Boys Preparatory Academy will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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 PLC's needs professional development. Teachers are working toward meeting in curriculum-based PLC's.	1.1 Students' reading, writing, language, and listening / speaking skills will improve through implementation of reading core curriculum with fidelity. Reading teachers will implement the Plan-Do-Check-Act to strengthen the core curriculum. Teachers will meet a minimum 3 times per month in PLCs with site-based coaches to plan collaboratively	1.1. Who -Principal -AP -Reading Coach How -Reading PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.1. 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 coaching cycles.	1.1. -Student work samples -Common curriculum assessments		

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Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 39% to 47%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39%	**47%**					
		1.2. -Teachers' knowledge base of assigned curriculum needs ongoing support from the reading coach.	1.2 Students' reading, writing, language, and listening / speaking skills will improve through implementation of reading core curriculum with fidelity. The reading coach supports reading teachers through co-planning, modeling, co-teaching, debriefing, or student/ teacher data chats.	1.2. Who -Principal -AP -Reading Coach How -Coach Logs -Coaching cycles -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.2. -Coach log/cycle will be reviewed with administration and the on-the-ground coach.	1.2 Student work samples	

		1.3 Teachers struggle with creating and using higher level, text-dependent questions.	1.3 Questions of all types and levels are necessary to scaffold students' understanding of complex text. Social studies teachers need to create and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom's, Costa's). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. The reading coach/on-the-ground coach/district staff will provide professional development and support on the characteristics and the structured process in creating higher order, text-dependent questions. Social studies teachers will be supported through lesson planning, modeling, co-teaching, observing, or conferencing throughout the school	1.3 Who Administration Reading Coach How - Reading Coach observations, coaching cycle, and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.3 Coach log/cycle will be reviewed with administration and the on-the-ground coach.	1.3 Student work samples	

			year.				
		1.4 Teachers need support with creating and using higher level, complex text.	1.4 Students' reading comprehension improves when students are engaged in grappling with complex text in Science classrooms. The reading coach/on-the-ground coach/district staff will provide on-going professional development and support on selecting, identifying and sharing complex text with all students. Science teachers will be supported through lesson planning, modeling, co-teaching observing, and conferencing throughout the school year.	1.4 Who Science teachers Reading Coach Science Coach How - Reading Coach observations, coaching cycle, and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	1.4 -Coach log/cycle will be reviewed with administration and the on-the-ground coach.	1.4 -Student work samples -reading counts incentive testing	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. **See Goals 1**	2.1.	2.1.	2.1.		
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15%	**20%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**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.		**See Goal 1**					
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 48 points to 60 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48 points	**60 points**					
		3.2.					

		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 Reading.	See Goal 1						
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 52 points to 65points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	52 points	**65 points**					

		4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2 Strategy Students' reading comprehension improves through receiving ELP supplemental instruction and afterschool Academic Enrichment tutoring on targeted skills that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers and Academic Enrichment tutoring regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Students attend academic Enrichment tutoring. -Progress monitoring data collected by the ELP teacher	4.2 Who Administrators Lead Teacher How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*	

			on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.				
		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%.							
Reading Goal #5:							

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

Reading Goal #5A: The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 54% to 60%. The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 34% to 41%. The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 35% to 42%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:55% Black: 34% Hispanic:35%	White:60% Black41% Hispanic: 42%					

		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.	5B.1. **See Goal 1**	5B.1.	5B.1.	5B.1.		

Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 36% to 42%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36%	**42%**					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		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 reading.	5C.1. Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.	5C.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 ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART	5C.1 -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance		

	across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.		Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)			

Reading Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 16.7% to 20.7%	2012 Current Level of Performance:* **14%**	2013 Expected Level of Performance:* **23%**					

	_	5C.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.3 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests	

		5C.4 -Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	5C.4 ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. <u>Action Steps</u> -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA) in the areas of listening/ speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated	5C.4 <u>Who</u> -School based Administrators - Resource Coaches -PLC Facilitators <u>How</u> PLC logs (with specific ELL information) for like courses/grades.	5C.4 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject	5C.4 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance	

			Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/ units using targeted CALLA and strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA,		Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		

			and Differentiated instruction binders.				
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**	**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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.	5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC and guidance counselor	5D.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 Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1. -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance		

Reading Goal #5D: The percentage of SWD students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 20% to 28%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20%	**28%**					

		5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/ assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD?	5D.2 Who -School based Administrators -PLC Facilitators How PLC logs (with specific SWD information) for like courses/grades.	5D.2 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 SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and	5D.2 -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance	

			Plan for the "Do" What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning? ***Reflect on the "Do"/ Analyze Checks for Understanding and***		student supplemental instruction.		

			Student Work <u>during</u> the unit. For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks				

			for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/ PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going				

			to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?				
		5D.3	5D.3	5D.3	5D.3	5D.3	

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
Differentiated Instruction	6-8	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches Subject Area Leaders

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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).	1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	**1.2** **Strategy/Task** Students' math achievement improves through frequent participation in higher order questions/ discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/	Who -Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher How Monitored -PLCS turn their logs into administration and/ or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	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 -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)		

		activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking. - Teachers will use Kaplan's model of Depth and Complexity to generate higher order thinking questions daily, and when administering mini assessments. -Use student data to identify successful higher order questioning techniques for future					

		implementation. ***In the classroom*** <u>During the lessons, **teachers**:</u> -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/ content. -Allow students to "unpack their thinking" by describing how they arrive at an answer. -Encourage					

		discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. <u>During the lessons, students:</u> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).					

		School Leadership -The coach/ resource teacher/ PLC member/ administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).					

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

Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 41 to 49%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	41%	**49%**					
		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**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. **See Goal 1**	2.1.	2.1.	2.1.		
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 14% to 19%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14%	**19%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**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. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. **Strategy** Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?	3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a bi-monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)		

		Actions/Details -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/ generated prior to the teaching of the unit. -Grade level/ like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.					

Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 54 points to 66 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	54 Points	**66 points**					
		3.2.	3.2. -Teachers will collaboratively plan on a weekly basis on grade level content with their academic math coach. -On a bi-weekly basis, the Math coach plans the upcoming curriculum pacing guide to meet the needs of the students.	3.2. Instruction Coach	3.2. The math coach created a pacing curriculum guide that will be documented on a calendar to ensure deadlines are met by the math teachers.	3.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	

		3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction. Actions/Details *Within PLCs Before Instruction and During Instruction of New Content* -Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs <u>After</u> Instruction*** -Teachers reflect and discuss the outcome of their DI lessons.	3.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u>	3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <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	3.2. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)	

			-Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/ content area PLCs.		the Problem Solving Leadership Team. -Data is used to drive teacher support and 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 mathematics.	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** Strategy/Task Students' math achievement improves through teachers' collaboration with the academic coach in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate	4.1. Who Administration How -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.	4.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)		

		development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each					

		subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished					

		and --Develop a detailed plan of action for the next two weeks.					
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 points to 70 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62 Points	**70 Points**					

		4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	4.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are	4.2 Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation. The math coach will keep a record of individual tutoring and small group instruction.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*	

			exited from the ELP program.				
		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: Black: Hispanic: Asian: American Indian:	5A.1. **See goals 1,2,3, & 4**	5A.1.	5A.1.	5A.1.		

Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 52% to 57%.							
The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 34% to 41%. .							
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 46% to 51%.							

	White: 52% Black:34% Hispanic:46%	White:57% Black:41% Hispanic:51%					
		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. **See goals 1,2,3, & 4**	5B.1.	5B.1.	5B.1.	5B.1.		

Mathematics Goal #5B: The percentage of Economically disadvantage scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 38% to 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	**44%**					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		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 understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.1 Who -School based Administrators Resource Aide How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.1 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests		

Mathematics Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 31% to 38%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31%	**38%**					
		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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.	5D.1. Who Principal, Assistance Principal Resource coach How IEP Progress Reports reviewed by APC	5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)		

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

		5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. **Strategy/Task** SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/ assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our	5D.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration/coaches. Administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team	5D.2. School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team.	

			SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD student going to do during the lesson to maximize learning?				

			Reflect on the "Do"/ Analyze Checks for Understanding and Student Work <u>during</u> the unit. For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the _____ strategy, what didn't work? Why? What are we going to				

			do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis,				

			develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?				
		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						

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**		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1. See Goals 1, 2, 3 & 5	1.1.	1.1.	1.1.		

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

Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 72% to 75%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72%	**75%**					
		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**		

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1. **See goals 1, 2, 4 & 5**	2.1.	2.1.	2.1.		
Algebra Goal #2: The percentage of students scoring a Level 4 or higher on the 2013Algebra EOC will increase from 17% to 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17%	**20%**					

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

End of Algebra EOC Goals

Mathematics Professional Development

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

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

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

IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	6-8	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team
Student Engagement	6-8	-Lead Teacher -Reading Coach -National Single Gender presenters	School-wide	-PLCs: On-going -Demonstration Classrooms -Book Study on *Reaching Boys Teaching Boy* -Book Study *Teach Like a Champion* -Kaplan's Depth and Complexity training -Brain Research for single gender instruction	Classroom walk-throughs	Administration Team Instructional Coaches
Higher Order Thinking	6-8	AVID coordinator	School-wide	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches

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 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1 **Strategy** Students' science skills will improve through participation in the 5E instructional model. **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -Teachers will collaboratively plan on a weekly basis on grade level content with their academic science coach. -PLCs write SMART goals based for units of instruction. -As a Professional	1.1 Who Principal APC Science Coach (where available) Science SAL How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)		

		Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.					

Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 35% to 40%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35%	**40%**					

		1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.2. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the Plan-Do-Check-Act model to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <u>Actions/Details</u> *Within PLCs:* -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-	1.2 <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.2. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)	

			Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate _____ times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/ units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group.				

			-PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/ coach walk-through data, PLC collaboration, and student data.				

		1.3 -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)	1.3 **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, researching, teaching, and modeling technology and hands-on strategies. -Science coach will develop hands on labs for the teachers to supplement the curriculum. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and	1.3 Who Principal APC Science Resource Teachers Subject Area Leader How Monitored -Classroom walk-throughs observing this strategy.	1.3 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 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/ Science Coach share SMART Goal data	1.3 2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Unit assessments	

			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		with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.		

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

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1.	2.1. Teachers will use Kaplan's model of Depth and Complexity to generate higher order thinking questions when administering mini assessments. Teachers will also use the Kaplan's Model of Depth and Complexity training to develop a deeper understanding of the science curriculum. This will help students understand the curriculum and make connections with what they have learned	2.1. Who Principal APC Science Resource Teachers Subject Area Leader How Monitored -Classroom walk-throughs observing this strategy.	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/ Science Coach share SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	2.1 2x per year District-level baseline and mid-year tests Semester Exams During the Grading Period -Unit assessments		

		from the hands on science labs to the science content. All teachers will use the AVID Cornell note taking system school wide.					
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 8%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	5%	**8%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities (animations/ Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team

Student Engagement	6-8	-Lead Teacher -Reading Coach -National Single Gender presenters	School-wide	-PLCs: On-going -Demonstration Classrooms -Book Study on *Reaching Boys Teaching Boy* -Book Study *Teach Like a Champion* -Kaplan's Depth and Complexity training -Brain Research for single gender instruction	Classroom walk-throughs	Administration Team Instructional Coaches
Higher Order Thinking	6-8	AVID coordinator	School-wide	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches

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.	-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**Strategy** Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Language Arts teachers will administrate monthly timed writing assessments that will take place for all three grade levels. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing	Who Principal APC SAL District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/ formative assessments -Student daily drafts -Student revisions -Student portfolios		

		prompt.) ***Plan:*** -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students ***Do:*** -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing					

		Check: -Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs ***Act:*** -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin					

		the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)					
Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 63% to 81%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63%	**81%**					

		1.2. -Improve the teaching of reading skills of Language Arts teachers. -Become more proficient at pacing and teaching Springboard lessons.	1.2 **Strategy** Students' reading, writing, language, and listening / speaking skills improves through engagement in college and career preparatory lessons/ activities/tasks that promote high levels of thinking. **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 anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before.	1.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. 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	1.2. During the Grading Period Common assessments (pre, post, mid, section, end of unit)	

			-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 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. During the unit -Determine: --What is working? --Is there a need to enrich the	data school-wide and shares with staff the progress of strategy implementation monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	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.		

			instruction? How? --What isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/SWD 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. <u>During the assessment</u> -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges. <u>After the assessment</u> Participate in an assessment Norming session (Data to be discussed after EAs are all scored). <u>After all assessments have been scored</u> -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 re-taught or strengthened. -Recognize successes and celebrate. ***In the classroom*** During the lessons, **teachers**: -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. All language Arts teachers will implement the use of vocabulary notebook. -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. <u>During the lessons, students:</u> -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.				

		1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	1.3. **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined	1.3. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.3 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.3. During the Grading Period Common assessments (pre, post, mid, section, end of unit)	

			on grade level/content area PLC action plans.				

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	LA SAL	Language Arts Teachers	On-going		
		PLC facilitators	PLC-grade level and vertical teams		PLC logs turned into administration	Principal
		Academic Coach				APC
						SAL
Writing Holistic Scoring Training						PLC Facilitators

	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Mode-based Writing Training						
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Student Engagement	6-8	-Lead Teacher -Reading Coach -National Single Gender presenters	School-wide	-PLCs: On-going -Demonstration Classrooms -Book Study on *Reaching Boys Teaching Boy* -Book Study *Teach Like a Champion* -Kaplan's Depth and Complexity training -Brain Research for single gender instruction	Classroom walk-throughs	Administration Team Instructional Coaches
Higher Order Thinking	6-8	AVID coordinator	School-wide	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Instructional Coaches

End of Writing Goals

Attendance Goal(s)

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

1. Attendance	1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 **Tier 1** The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/ Tardy data Ed Connect		

Attendance Goal #1: 1. The attendance rate will increase from 94% in 2011-2012 to 97% in 2012-2013. 2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94%	**97%**					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	27	**18**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	43	**30**					
	1.2 -Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis. 1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 **Tier 1** All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports	1.2.	

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

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

Please note that each Strategy does not require a

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

End of Attendance Goals

Suspension Goal(s)

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

1. Suspension	1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. Teacher behavioral procedural logs are followed and documented prior to written referrals for level two and three offenses. Teachers will use the identified single gender techniques	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data		

		acquired from *The Teach like a Champion* training to guide their implementation of single gender strategies in the classroom. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.					

Suspension Goal #1: 1. The total number of In-School Suspensions will decrease from 180 to 170 incidences. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 92 to 80 incidences. 3. The total number of Out-of-School Suspensions will decrease by 137 to 135 incidences. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 73 to 50 incidences.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	180	**170**					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	92	**80**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	137	**135**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	73	**50**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Please note that each Strategy does not require a

professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Engagement	6-8	-Lead Teacher -Reading Coach -National Single Gender presenters	School-wide	-PLCs: On-going -Demonstration Classrooms -Book Study on *Reaching Boys Teaching Boy* -Book Study *Teach Like a Champion*	Classroom walk-throughs	Administration Team Instructional Coaches

End of Suspension Goals

Health and Fitness Goal(s)

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

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

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

1. Health and Fitness Goal	1.1.	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.APC Guidance	1.Checking student schedules	1.		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 28% on the Pretest to 38% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					

	28%	38%					
		1.2	**2.** Health and physical activity initiatives developed and implemented by the Principal's designee.	**2.** Principal's designee.	**2.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
		1.3.	**3.** Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	**3.** Physical Education Teacher	**3.** Classroom walk-throughs Class schedules	**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**						
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 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.	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 Leader and/or PLC facilitators will guide their PLCs 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 Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)		

Continuous Improvement Goal #1: 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 will increase from 60% in 2012 to 75% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	60%	**75%**					

		1.2. Teachers still may have some confusion on how to implement single gender best practice strategies into the content lessons.	1.2 Teachers attended week long Single Gender Summer Institute Symposium 2012 PLC will meet weekly to discussed single gender strategies that are working and are they seeing changes in student behavior and engagement.	1.2. Administration Lead Teacher Resource Coaches Classroom walk- through	1.2. Administration, Resource teachers, Lead Teacher, and Team Leaders will examine the feedback of teachers on how the different single gender strategies are working in their classroom environment.	1.2. PLC will provide feedback to leadership team meetings	
		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
Teach like a Champion	6-8	District Resource	School-wide	August 2012 Prepre planning	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team
Middle school instructional practice in single Gender	6-8	Single Gender Supervisor and Lead Teacher	School-wide	September 2012	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team
Single Gender Education Symposium	6-8	Single gender teachers within the district	School-wide	July 2012	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

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. **Seeing Reading Goals**	A.1.	A.1.	A.1.		
Reading Goal A: **N/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. **See reading goals**	B.1.	B.1.	B.1.		

Reading Goal B: **N/A**	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. **Seeing Reading Goals**	1.1.	1.1.	1.1.	

CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 71% to 75%.	2012 Current Percent of Students Proficient in Listening/Speaking: **71%**					
		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. **Seeing Reading Goals**	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 18% to 21%	2012 Current Percent of Students Proficient in Reading :					

	18%					
		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. **Seeing Reading Goals and Writing Language Arts Goals**	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 12% to 15%	2012 Current Percent of Students Proficient in Writing : **12%**					
		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. **See Math Goals**	F.1.	F.1.	F.1.		
Mathematics Goal F: **N/A**	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. **See Math Goals**	G.1.	G.1.	G.1.		

Mathematics Goal G: **N/A**	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: **N/A**	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: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		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: **N/A**	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 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: **N/A**	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 (Pasco and Vernier), 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.
	1.3.	1.3.	1.3.	1.3.	1.3.

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
PLC focus on STEM Integration	All grades	Math and science SALs	Math and science teachers	Monthly PLCs	Meeting with math and science SAL and or Coaches	APC

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student				

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

	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: At the middle school level, increase the number of high school credit CTE courses offered from 31% 2012-2013 to 35% in 2013-2014.	1.1.	1.1. Increase participation with guidance counselors in the Career Connections Program.	1.1.	1.1. Log of guidance activities	1.1.
	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
Availability of career coursework at the Magnet and Choice Schools						

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	X Focus	Prevent

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

School Advisory Council (SAC)

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

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
Reading counts incentive Reading Goal 1.4	Necessary supplies, materials and gift cards	$ 98.00	
Math Mini Grant Goal 1	Necessary supplies, materials and gift cards	$ 196.00	

Writing Mini Grant Goal 1	Necessary supplies, materials and gift cards	$ 196.00	
Science Mini Grants Goal 1.3	Necessary supplies, materials and gift cards	$ 196.00	
Reading Mini Grants Goal 1	Necessary supplies, materials and gift cards	$ 196.00	
Parent Involvement Plan Goal	Necessary supplies, materials and gift cards	$ 98.00	
Final Amount Spent			