

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: W. G. Pierce Middle School	District Name: Hillsborough
Principal: Henry Lefler	Superintendent: MaryEllen Elia
SAC Chair: Paula Haggerty	Date of School Board Approval:

### Student Achievement Data:

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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	Henry Lefler	Social Science 5-9; ESOL; Educational Leadership	3	12	Pierce Middle School  11/12; C  10/11; C 72% AYP 09/10; B 85% AYP  08/09: C 74% AYP  Williams Middle Magnet School 08/09: A 97% AYP  07/08: A 100% AYP 06/07: A 97% AYP

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Assistant Principal	Agnes Tanon	BS Biology, Secondary Ed, 6-12. MA Education Leadership.	6	6	Pierce Middle School  11//12 C  10/11; C 72% AYP 09/10: B 85% AYP  08/09: C 74% AYP 07/08: C 67% AYP 06/07: C 69% AYP
Assistant Principal	Michael Pursley	B.A. Physical Education. MA Education Leadership	10	3	Pierce Middle School  11/12 C  10/11; C 72% AYP  09/10: B 85% 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)
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Math	Carla Baskett	Math5-9, Gifted	3	3	Pierce Middle School 11/152 C 10/11; C 72% AYP 09/10: B 85% AYP
Reading	Karen Campbell	Elementary Ed 1-6, English 5-9, ESOL, Reading	15	5	Pierce Middle School 11/12 C 10/11; C 72% AYP 09/10: B 85% AYP 08/09: C 74% AYP 07/08: 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	

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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
10 out of field	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><b><u>Administrators</u></b></p> <ul style="list-style-type: none"> <li>● Meet with the teachers throughout the year to discuss progress on: <ul style="list-style-type: none"> <li>Preparing and taking the certification exam</li> <li>Completing classes need for certification</li> </ul> </li> <li>● Provide substitute coverage for the teachers to observe other teachers</li> <li>● Discussion of what teachers learned during the observation(s)</li> </ul> <p><b><u>Academic Coach</u></b></p> <ul style="list-style-type: none"> <li>● The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis</li> </ul> <p><b><u>Subject Area Leader/PLC</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>

**Staff Demographics**

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

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\*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
82	7% (6)	21% (17)	40% (33)	32% (26)	42% (36)	88% (75)	15% (13)	0	35% (30)

**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
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John Gambino	Angel Arroyo, Katherin Catania, Hayle Dowell, Ashley Novitski, Amber Venning, Rosalba Soto, Maura Leslie	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferencing and problem solving.

**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.

<p><b>Title I, Part A</b></p> <p>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.</p>	<p>Title</p>
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<p><b>Title I, Part C- Migrant</b></p> <p>The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>	Title
<p><b>Title I, Part D</b></p> <p>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>	Title
<p><b>Title II</b></p> <p>The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.</p>	Title
<p><b>Title III</b></p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>	Title
<p><b>Title X- Homeless</b></p> <p>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.</p>	Title
<p><b>Supplemental Academic Instruction (SAI)</b></p> <p>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>	Supp
<p><b>Violence Prevention Programs</b></p> <p>NA</p>	Viol
<p><b>Nutrition Programs</b></p> <p>NA</p>	Nutr

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<p><b>Housing Programs</b></p> <p>N/A</p>	<p>Hous</p>
<p><b>Head Start</b></p> <p>We utilize information from students in Head Start to transition into Kindergarten.</p>	<p>Heac</p>
<p><b>Adult Education</b></p> <p>N/A</p>	<p>Adul</p>
<p><b>Career and Technical Education</b></p> <p>The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations</p>	<p>Care</p>
<p><b>Job Training</b></p> <p>Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations</p>	<p>Job 7</p>
<p><b>Other</b></p> <p>NA</p>	<p>Othe</p>

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

School-Based MTSS/Rtl Team

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Identify the school-based MTSS Leadership Team.

The Leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselors
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math )
- ESE Specialist
- Subject Area Leaders
- Team Leaders
- Administrative Resource Teacher
- SAC Chair
- Student Intervention Specialist
- ELL Representative

Not all members attend every meeting, but are invited based on the goals and purpose for the meeting.

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

The purpose of the core Leadership Team is to:

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

The Leadership team meets monthly . Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- 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 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)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported

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to the Leadership Team/PSLT)

- o 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)
- o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- 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

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

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:
  - o Use the problem-solving model when analyzing data:
    1. What is the problem? (Problem Identification)
    2. Why is it occurring? (Problem Analysis and Barrier Identification)
    3. What are we going to do about it? (Action Plan Design and Implementation)
    4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - o Identify the problem in multiple areas – curriculum content, behavior, and attendance
  - o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - o Develop and target interventions based on confirmed hypotheses.
  - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
  - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

- o 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**

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

**Core Curriculum (Tier 1)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible</b>
FCAT released tests	School Generated Reports/ Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability: Semester and EOC exams	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science including baseline and periodic common assessments.	Scantron Achievement Series  PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line  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.	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

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 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.

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Describe plan to support *MTSS*.

. 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 Literacy 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
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders

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

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



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

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

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

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

***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.

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

Each PLC is responsible for reviewing their students' literacy data as well as their core subject 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.

**\*High Schools Only**

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

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

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

**Postsecondary Transition**

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. Teachers are varying levels of understanding what complex text is. Training is rolling out this school year for all content teachers.</p>	<p>1.1.Common Core reading strategy across all content areas Reading comprehension improves with students are engaged in complex text. Teachers need to understand how to select and identify complex text , shift the amount of informational text used in their curriculum, and share complex text with all students</p>	<p>1.1. Who Administration Reading coach\ Sals PLC facilitators How PLC logs uploaded on the PLC icon on internal Administration and coach rotate through all PLCs listening for complex text discussion</p>	<p>1.1. Teachers reflect on lesson outcomes and use that to drive future instruction Use the online grading system data to calculate their students Progress towards their individual and PLC SMART goal PLC discusses and uses data to chart progress towards goal. Leadership team receives data and uses to determine SMART goal and if to go to PSLT</p>	<p>1.1. FAIR Common assessments Unit/chapter test Teacher made tests</p>		
<p><u>Reading Goal #1:</u>  In grades 6-8, the percentage of Standard Curriculum students scoring at a Level 3 or above on the 2013 FCAT2.0 Reading will increase from 38% to 39%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>38%</b></p>	<p><b>39%</b></p>					

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		<p>1.2. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out this school year 12-13.</p> <p>Training is for all content teachers</p>	<p>1.2.Common Core reading strategies across al content areas</p> <p>Questions of all types and levels are necessary to scaffold students understanding of complex text. Teachers need to understand and how to use higher-order, text dependent questions .</p> <p>Student reading comprehension improves with students being able to cite evidence in the text . scaffolding of students grappling with complex text through well crafted text dependent questions assists the students with a deeper understanding and meaning.</p> <p>All content teachers are responsible for implementation.</p>	<p>1.2. Who</p> <p>Admisnitration</p> <p>Reading coach</p> <p>SAL</p> <p>PLC facilitators</p> <p>How-</p> <p>PLC logs uploaded on PLC icon on internal for all to share</p> <p>PLC receive feedback from administration</p> <p>Reading Coach walk throughs and observations</p> <p>Reading coach providing coaching cycle</p>	<p>1.2.</p> <p>Teachers reflect on lesson outcomes and use that to drive future instruction</p> <p>Use the online grading system data to calculate their students</p> <p>Progress towards their individual and PLC SMART goal</p> <p>PLC discusses and uses date to chart progress towards goal.</p> <p>Leadership team receives data and uses to determine SMART goal and if to go to PSLT</p>	<p>1.2. FAIR</p> <p>Common assessments</p> <p>Unit/chapter test</p> <p>Teacher made tests</p>	
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		1.3.	1.3.Common core reading strategy across all content areas  Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension increase with students is engaged in a close reading instruction using complex text. These include multiple reading of a passage, asking higher order text dependant questions , writing in response to reading, and engaging in text based classed discussion. All content teachers are responsible for implementation.	1.3.Who  Adminsitration Reaindg coach SALs PLC facilitators  How  PLC logs on internal ICON  Admin and reading coach walk-throughs  Reading coach coaching cycles	1.3.  Teachers reflect on lesson outcomes and use that to drive future instruction  Use the online grading system data to calculate their students  Progress towards their individual and PLC SMART goal  PLC discusses and uses date to chart progress towards goal.  Leadership team receives data and uses to determine SMART goal and if to go to PSLT	1.3.  FAIR  Common assessments  Unit/chapter test  Teacher made tests	
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>	2.1 See goals 1,3, an 4	2.1.	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u>  In grades 6-8, the percentage of Standard Curriculum students scoring above grade level on the FCAT 2.0 2013 Reading will increase from 14% to 15%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<b>14%</b>	<b>15%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>	3.1. Teachers are at varying levels of understanding and knowledge	3.1. Student achievement increases when teachers use on going student data to differentiate instruction  Within PLCs before instruction and during instruction on new content. Teachers will use previous data from other assessments and class work and performance to di for grouping and delivery.  After instruction, teachers will reflect and use student data to identify successful DI techniques for future instructions	3.1. Administration Instructional coaches SAL PLC facilitators  How PLC logs on ICON PLC receive feedback for administration Reading coach observes and Debriefs with PLCs Walk throughs by admin and reading coach Data chats with reading coach	3.1  Teachers reflect on lesson outcomes and use that to drive future instruction  Teachers maintain their assessments in the on-line grading system to calculate and track the development of their SMART goal  PLC use the data from the PLC and plan for future DI lessons.  PLC facilitator charts progress towards SMART goal and shares with PSLT	3.1.  FAIR Common assessments  Unit/chapter test Teacher made tests		

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<p><u>Reading Goal #3:</u></p> <p>In grades 6-8, the percentage of all Current students making learning gains on the 2013 Reading FCAT 2.0 will increase from 58 points to 60 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>58 pts</b></p>	<p><b>60 pts</b></p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. Teachers are at varying levels of understanding and knowledge</p>	<p>4.1. across all content areas  Student achievement improves through the teachers' collaboration with the academic coach in all content areas.  The reading coach and administration conduct one on one data chats with individual teacher using the teacher's past and present data. The reading coach will rotate through all PLCs to  *facilitate lesson planning that embeds rigorous tasks  *facilitate development, writing selection of higher order text dependent questions  *facilitate the identification and selection of common core assessments</p>	<p>4.1  Who Administration  How Review of coach log  Administration of walk through of coach working with teachers within in the classroom or during planning or PLC time.</p>	<p>4.1.  Tracking participation of coach in PLC meetings  Tracking of coach interactions with teachers co-teaching and planning, modeling, observing, co-teaching, professional developments.</p>	<p>4.1.  FAIR  Common assessments  Unit/chapter test  Teacher made tests</p>		
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>In grades 6-8, all standard curriculum students in the bottom quartile making learning gains on the 2013 Reading FCAT 2.0 will increase from 61 points to 62 points.</p>	<b>68 pts</b>	<b>71 pts</b>					

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		4.2.	4.2.Intervention classes  Students' comprehension improves when they are receiving supplemental instruction on targeted skills that are not at the mastery level.  Reading teachers are teaching the skills and strategies that have not been mastered yet for students to be successful in their grade level content classes. Reading coach is giving grade level and skill specific pre and post common assessments . Teachers are  Intervention classes with Reading coach have developed a pacing guide based on student need as illustrated on the 2012 Reading FCAT.	4.2.Who  Administration  Reading Coach  PLC facilitator  How  Review of pre and post data on skills not mastered  Data chats among PLC and lessons shared for remediation.	4.2.  See 4.1	4.2.	
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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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	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Reading Goal #5:</u>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.		

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<p><u>Reading Goal #5A:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>					
		<p>5A.2.</p>	<p>5A.2</p>	<p>5A.2</p>	<p>5A.2</p>	<p>5A.2</p>	
		<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		



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<p><b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Reading Goal #5B:</u>  Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b>  Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of CALLA is not consistent across core courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <b><u>Cognitive Academic Learning Approach (CALLA)</u></b> strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><b><u>Action Steps</u></b></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and</p>	<p>5C.1</p> <p><b><u>Who</u></b></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><b><u>How</u></b></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from:</p> <p><b><u>The CALLA Handbook</u></b>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.</p>	<p>5C.1</p> <p><b><u>Teacher Level</u></b></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.</p> <p><b><u>PLC Level</u></b></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><b><u>Leadership Team Level</u></b></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem</p>	<p>5C.1</p> <p>-FAIR</p> <p>-CELLA</p> <p><b><u>During the Grading Period</u></b></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	<p>skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>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.</p>		<p>Solving Leadership Team.                      -Data is used to drive teacher support and student supplemental instruction.                      -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ___%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u><b>Strategy</b></u> SWD student achievement improves through the effective and <u><b>consistent implementation of students' IEP</b></u> 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.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u><b>Strategy</b></u> SWD student achievement improves through the effective and <u><b>consistent implementation of students' IEP</b></u> 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.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>		
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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 92% to 93%.	<b>92%</b>	<b>93%</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader -Subject Area Leaders	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	-Course specific PLC Facilitators  -Reading Coach	All teachers	-On-going	Classroom walk-throughs	Administration Team
			Faculty Professional Development	-Demonstration classrooms	Optional peer teacher observations	Instructional Coaches
			and on-going PLCs			Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers	On-going	Classroom walkthroughs	Administration Team
			Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers	On-going	Classroom walkthroughs	Administration Team
			Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders
SWD Co-Teaching	6-8	DRT	ESE Teachers	On-going	Classroom walkthroughs	Administration Team
			General Ed Teachers			DRT
			PLCs			
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	All teachers	On-going	Classroom walkthroughs	Administration Team
			Faculty Professional Development			
			and on-going PLCs			
1 CRISS Follow-Up	6-8	Reading Coach	All teachers	1 per 9 weeks	Coaching, observation, walkthroughs	Reading Coach

*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)).

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1. Lack of common planning time to discuss best practices before the unit of instruction.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of planning time to analyze data to identify best practices.  - Need additional training to implement effective PLCs.  - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using <b>Differentiated Instruction (DI)</b> as a result of the problem-solving model.  <u>Action Steps:</u> 1. PLCs will create common assessments and vary the type of question when needed to accommodate varying learning styles. 2. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 3. Teachers bring assessment data back to the PLC's. 4. Based on the actual data, teachers discuss strategies that were</p>	<p>1.1. <u>Who</u> -Principal -APC -Math Resource Teachers -Subject Area Leaders  <u>How</u> -PLC notes uploaded to the appropriate area on Pierce Internal and turned in to administration. Administration will provide feedback.  -Classroom walk through observing this strategy.  -Evidence of strategy in teachers' lesson plans seen during administration walk through</p>	<p>1.1. <u>Teacher Level</u>  -Teachers reflect on lessons during the unit citing/using specific evidence of learning 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 goals developed in their PLC.  -  <u>PLC/Department Level</u>  -After each assessment, PLCs will ask the following questions:  <i>1. How are we using data to inform our instruction?</i>  <i>2. What barriers to implementation are we facing and how will we address them?</i>  <i>3. To what degree are we making progress towards our goals?</i>  <i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i>  <i>5. Are there skills that need</i></p>	<p>1.1. <u>2-3x Per Year</u>  Formative Exams  Semester Exams  <u>During Grading Period</u>  -Chapter Tests  -Benchmark mini assessments</p>		
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		<p>effective.</p> <p>5. Based on the actual data, teachers:</p> <p>a) decide what skills need to be re-taught in a whole lesson to the entire class</p> <p>b) decide what skills need to be moved to mini-lessons or re-teach for the whole class</p> <p>c) decide what skills need to be re-taught to targeted students.</p> <p>6. Teachers provide Differentiated Instruction to targeted students (re-teach and recovery/ remediation and enrichment)</p>		<p><i>to be re-taught as mini-lessons to the entire class?</i></p> <p><i>6. Are there skills that need to be re-taught to targeted students?</i></p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p>			
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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 42% to 45%	<b>42%</b>	<b>45%</b>					

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		1.2. Lack of buy-in from all faculty members. Subject area teachers not assessing student work in the classroom and evaluating the results.	1.2. Target Practice <u>Action Steps:</u> PLCs will design lessons that target areas of need based on FCAT results and or classroom assessments.	1.2. <u>Who</u> -Principal -APC -Math Resource Teacher -Subject Area Leaders <u>How</u> -Classroom walk-through observing this strategy.  -Evidence of strategy in teachers' lesson plans seen during administration walk-through.	1.2. <u>Teacher Level</u> -Teachers will monitor results of classroom assessments and bring results to PLC meetings to decide what skills need to be targeted.  <u>PLC/Department Level</u> - PLCs will design the lessons to be presented to the faculty based on information brought by teachers.  - PLCs will review FCAT data to determine what areas need to be addressed during Target Practice.  <u>Leadership Team Level</u> -Lead team will meet to discuss effectiveness of target practice based on observations and teacher feedback.	1.2. <u>2-3x Per Year</u>  Formative Exams  Semester Exams  <u>During Nine Weeks</u>  Students completed assignments brought to subject-area classroom.	
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1. - Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings may not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of higher order thinking/ Costas level questioning.</p>	<p>2.1. <u>Strategy:</u> <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in <b>Costa Level Questioning</b>. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. <u>Action Steps:</u> 1. AVID site team designs and plans training for staff. Demonstration classrooms are identified and training schedule designed for staff. 2. As a professional development activity, PLCs study Costa Level Questioning techniques. 3. Teachers</p>	<p>2.1. <u>Who</u> -Administration Team -AVID Coordinator -Subject Area Leaders -Math Resource Teacher <u>How</u> -Walk through by administration. -Walk through by AVID coordinator -Discussion in PLCs to increase the effectiveness of the use of Costa Level Questioning in the math classroom.</p>	<p>2.1. <u>Teacher Level</u> -Teachers plan lessons with Costa Level Questioning in mind. -Teachers will communicate with AVID coordinator to increase comfort level with and knowledge of Costa Level Questioning. <u>PLC/Department Level</u> -Math Resource teacher will discuss results of walk-through with individual teachers. -PLCs will design lessons including Costa Level Questioning. -PLCs will meet with AVID coordinator to reinforce knowledge and use of AVID strategies. <u>Leadership Team Level</u> -AVID coordinator will communicate with teachers regarding effectiveness of Costas Level questioning as a result of walk-through and Cornell notes used by AVID students. -Administration will gauge the effectiveness of the use of Costas Level Questioning techniques as a result of walk through.</p>	<p>2.1. <u>2-3x Per Year</u> Formative Exams Semester Exams <u>During Grading Period</u> -Student work -Cornell notes -Formal and informal observations</p>		
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	<p>implement lessons using Costa Level Questioning.</p> <p>4. AVID coordinator provides an in-service to Math PLC.</p> <p>5. As a professional development activity, PLCs use the data to discuss techniques that were successful.</p> <p>6. Based on the data, PLCs use the problem-solving process to determine next steps of Costa Level Questioning techniques.</p> <p>7. PLCs record their work on the PLC logs/PODS</p> <p>8. Walk-through by Math Resource Teacher includes, on the assessment forms, different levels of Costa and review with teacher will include discussions on those.</p>					
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<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8 the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT math will increase from 16% to 19%.	<b>16%</b>	<b>19%</b>					

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		<p>2.2.</p> <p><u>Strategy:</u></p> <p>Students with an FCAT level of 3 or higher will be scheduled in a county-approved research class.</p> <p><u>Action Steps:</u></p> <p>1. Students will be scheduled into Research Classes by APC.</p> <p>2. Instructors of Research Classes will use a county-provided curriculum to teach higher order thinking and problem-solving skills.</p> <p>3. Students math skills will improve through scheduling students in the appropriate level classes</p>	<p>2.2.</p> <p><u>Who</u></p> <p>-APC</p> <p>-Instructors in the Research Classes</p> <p>-SAL</p> <p>-Math Resource Teacher</p> <p><u>How</u></p> <p>-Walk through by Math Resource Teacher.</p> <p>-Walk through by Administration.</p> <p>Administration (see IDEAS AVID World Icon) <i>This form demonstrates students' use of vocabulary and higher levels of learning.</i></p> <p>Walk through by Math Resource Teacher included on the assessment forms the different levels of Costa used and review with teacher.</p>	<p>2.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers check rosters to insure students are correctly scheduled.</p> <p>-Research class teachers design and implement curriculums including rigorous content.</p> <p><u>PLC/Department Level</u></p> <p>-Grade level PLCs will assist in designing and reinforcing a rigorous curriculum in Research classes.</p> <p><u>Leadership Team Level</u></p> <p>-Administration will work with Math Resource Teacher to correctly place students.</p> <p>-Administration will ensure rigorous content through informal walkthroughs.</p>	<p>2.2</p> <p><u>2-3x Per Year</u></p> <p>Formative Exams</p> <p>Semester Exams</p> <p><u>During Nine Weeks</u></p> <p>-Student work</p> <p>-Formal and informal observations.</p> <p>-Chapter tests</p> <p>-mid-year assessments</p>	<p>2.2.</p>	
		2.3	2.3	2.3	2.3	2.3	



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

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<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>B.1.</p> <p>-Lack of resources for all teachers</p> <p>-Teachers at varying levels of ability with manipulative use in the classroom.</p> <p>-Teachers at varying understanding of the intent of the NGSSS</p> <p>-Lack of infrastructure to support technology</p> <p>-Lack of technology hardware</p>	<p>B.1.</p> <p><u>Strategy:</u></p> <p><b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through the use of <b>technology and hands-on activities</b> to implement the Next Generation Sunshine State Standards.</p> <p><u>Action Steps:</u></p> <p>1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>2. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC</p>	<p>B.1.</p> <p><u>Who</u></p> <p>- Principal</p> <p>- Math SAL</p> <p>- Technology Specialist</p> <p>- Math Resource Teacher</p> <p><u>How</u></p> <p>-PLC logs turned into the appropriate folder in Pierce Internal and Administration.</p> <p>Administration provides feedback.</p> <p>-Classroom walk-through observing this strategy.</p>	<p>B.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers are responsible for requesting the technology needed in the classroom.</p> <p>-Teachers will plan lessons including technology.</p> <p>-Teachers will use common assessments developed in grade-level PLCs.</p> <p>-Teachers are responsible for learning the necessary skills for using technology in the classroom.</p> <p>- Teachers will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p><u>PLC/Department Level</u></p> <p>- PLCs will meet and teachers will discuss the percentage of student success based on prior years’ data.</p> <p>-PLCs will design lessons incorporating technology and the use of manipulatives.</p> <p><u>Leadership Team Level</u></p> <p>-Leadership is responsible for supplying the technology needed for each math classroom.</p>	<p>B.1.</p> <p><u>2-3x Per Year</u></p> <p>-Benchmark mini assessments__</p> <p>-Semester exams</p> <p>-Formative assessments</p> <p><u>During Grading Period</u></p> <p>-Benchmark mini assessments__</p> <p>-Semester exams</p>		
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		<p>discussions.</p> <p>3. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>4. Teachers bring assessment data back to the PLCs.</p> <p>5. As a Professional Development activity, teachers use data to discuss strategies that were effective.</p> <p>6. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p> <p>7. PLCs record their work in the PLC folders on Pierce Internal.</p>		<p>-Leadership is responsible for planning trainings to improve knowledge in areas of technology.</p>			
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<p><u>Mathematics Goal #3:</u>  Points earned from students making learning gains on the 2013 FCAT Math will increase from 64 points to 67 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>64 pts</b></p>	<p><b>67 pts</b></p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b>  Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1. -Teachers at varying skill levels with the FCIM model. - Teachers' implementation of the FCIM model is not consistent across math classes. - Lack of common planning time to develop/ identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time to analyze mini lesson data. - Lack of understanding of when and how to implement the mini lessons</p>	<p>4.1. <u>Strategy:</u> <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the <b>FCIM</b> strategy on identified tested benchmarks(<i>middle school usually uses this as bell work</i>). <u>Action Steps:</u> 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. As a Professional Development activity in their PLCs, teachers identify and/or</p>	<p>4.1. <u>Who</u> Teacher Principal APC Math Resource Teacher Math SAL <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing this strategy. Monitoring data will be reviewed every nine weeks. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/ or Math Resource Teacher.</p>	<p>4.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning 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 the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. <u>PLC/Department Level</u> -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. -PLCs adjust calendar when necessary and design assessments to recheck or mastery. <u>Leadership Team Level</u> -Leadership Team determines and maintains a school-wide data system to track student progress.</p>	<p>4.1. <u>2-3x Per Year</u> Formative tests <u>During Grading Period</u> -Benchmark mini assessments -Unit and/or Segment assessments</p>		
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	<p>within the District pacing guide.</p>	<p>develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/ assessments.</p> <p>3. Teachers implement the mini lessons and mini assessments.</p> <p>4. Teachers bring assessment data back to the PLCs.</p> <p>5. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule.</p> <p>6. PLCs record their work in logs.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 66 points to 69 points.	66 pts	69 pts					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Math Goal #5:</u>  <b>No data as of 9/12/12 per Office of School Improvement</b>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. <b>See goals 1, 3 &amp; 4</b>	5A.1.	5A.1.	5A.1.		



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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No data as of 9/12/12 per Office of School Improvement							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p>Mathematics Goal #5B:</p> <p>No data as of 9/12/12 per Office of School Improvement</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Math teachers implementation of CALLA is not consistent across math courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <b><u>Cognitive Academic Language Learning Approach (CALLA)</u></b> strategy in math.</p> <p><b><u>Action Steps</u></b></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons.</p> <p>-ERT models lessons using CALLA.</p> <p>-ERT observes content area teachers using CALLA and provides feedback, coaching and support.</p> <p>-District Resource Teachers (DRTs) provide</p>	<p>5C.1</p> <p><b><u>Who</u></b></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><b><u>How</u></b></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from: <b><u>The CALLA Handbook</u></b>, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction"</p>	<p>5C.1</p> <p><b><u>Teacher Level</u></b></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>    </u></p> <p><b><u>PLC Level</u></b></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>-For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><b><u>Leadership Team Level</u></b></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p>	<p>5C.1</p> <p><b><u>2x per year</u></b></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p><b><u>During the Grading Period</u></b></p> <p>-Common assessments data (pre, post, mid, section, end of unit)</p>		
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	<p>skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA.</p> <p>-Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>-Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data math teachers differentiate instruction to remediate/enhance instruction.</p>		<p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>			
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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data as of 9/12/12 per Office of School Improvement							

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

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<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>		
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<u>Mathematics Goal #5D:</u>  No data as of 9/12/12 per Office of School Improvement							

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b></p>	<p>1.1.  See Math Goal 1.1</p>	<p>1.1.  See Math Goal 1.1</p>	<p>1.1.  See Math Goal 1.1</p>	<p>1.1.  See Math Goal 1.1</p>	<p>1.1.  See Math Goal 1.1</p>		
<p><u>Algebra Goal #1:</u>  In grades 6-8, the percentage of All Curriculum students scoring proficient on the 2013 End-of-Course Algebra Exam will increase from 78% to 80%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>78%</b>	<b>80%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>	2.1.  See Math Goal 2.1	2.1.  See Math Goal 2.1	2.1.  See Math Goal 2.1	2.1.  See Math Goal 2.1	2.1.  See Math Goal 2.1		

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8, the percentage of All Curriculum students scoring a Level 4 or 5 on the 2013 End-of-Course Algebra Exam will increase from 27% to 29%.	<b>27%</b>	<b>29%</b>	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**

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

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>J.1. An increase in the average total number of students that each teacher must teach, combined with a decrease in the amount of time to engage, explore, explain, elaborate and evaluate through class period time reduction, creates a tremendous barrier in the ability of teachers to effectively plan and execute effective inquiry based lessons, especially when considering the amount of time required to model and conduct higher level guiding questioning strategies that foster independent learning.  -Not all</p>	<p>J.1. <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of <b><u>inquiry based instruction</u></b> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction as well as reading comprehension of technical and information text.  - <u>Action Steps</u></p>	<p>J.1. Teacher Principal AP Science SAL Teacher/ Contact District Science COACH  <u>How Monitored</u>  -PLC logs turned into administration. Administration provides feedback.  - Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs.  -Classroom walk-throughs observing inquiry based instruction.  -PLCs will include vertical planning to aid in the retention of 6<sup>th</sup> and 7<sup>th</sup> grade benchmarks (checks and balances)</p>	<p>J.1. Science Resource PLC Meetings- Data Chats  The PLC will review assessment data for positive trends at a minimum of once per nine weeks.  PLCs will review weekly common assessments and take note of the increase in the number of students reaching at least 75% mastery on units of instruction.  PLCs will review weekly common assessments and take note of any decrease in the number of students reaching at least 75% mastery on units of instruction.</p>	<p>J.1. <u>2x per year</u>  District-level baseline and mid-year tests  <u>Semester Exams</u>  <u>During the nine weeks</u>  - Quizzes, tests, and Common (grade level) mini Assessments  -Unit assessments  -Common performance labs</p>		
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	<p>teachers know how to identify misconceptions and depth of student knowledge of science concepts.</p> <p>-8<sup>th</sup> grade students have difficulties retaining 6<sup>th</sup> and 7<sup>th</sup> grade benchmarks that they will be tested on</p> <p>-Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.</p> <p>-Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model.</p> <p>-Teachers are</p>	<p>1. Teachers will attend District Science training and share information with their PLCs.</p> <p>2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>4. PLC teachers instruct students using the core curriculum and inquiry based</p>					
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	<p>at varying skill levels with the use of achievement series to accurately analyze student data.</p> <p>-Teachers not familiar with hands-on instruction</p>	<p>instruction strategies.</p> <p>5. Teachers will give weekly common assessments to compare and identify needs and trends</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>8 Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.</p> <p>9. PLCs record their work in the PLC logs.</p>					
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<p><u>Science Goal #1:</u></p> <p>In grade 8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 25% to 28%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>25%</b></p>	<p><b>28%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>	2.1.  See 1.1	2.1.  See 1.1	2.1.  See 1.1	2.1.  See 1.1	2.1.  See.1.1		
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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grade 8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 4% to 6%.	<b>4%</b>	<b>6%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

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

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

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

*End of Science Goals*

**Writing/Language Arts Goals**

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



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<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1. Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-Teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p><u>1.1. Strategy</u></p> <p>Students' use of mode-specific writing will improve through use of daily/ongoing instruction with a focus on mode-specific writing.</p> <p><u>Action Steps</u></p> <p>-Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)</p> <p><u>Plan:</u></p> <p>-Professional Development for updated rubric courses</p> <p>-Professional Development for instructional delivery of mode-</p>	<p><u>1.1. Who</u></p> <p>Principal APC SAL</p> <p>District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><u>How Monitored</u></p> <p>-PLC notes</p> <p>-Classroom walk-throughs</p>	<p>See "Check" &amp; "Act" action steps in the strategies column</p>	<p>-Student monthly demand writes/formative assessments</p> <p>-Student revisions</p> <p>-Student portfolios</p>		
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	<p>specific writing</p> <ul style="list-style-type: none"> <li>-Training to facilitate data-driven PLCs</li> <li>-Using data to identify trends and drive instruction</li> <li>-Lesson planning based on the needs of students</li> </ul> <p><u><b>Do:</b></u></p> <ul style="list-style-type: none"> <li>-Ongoing models and application of appropriate mode-specific writing based on teaching points</li> <li>-Ongoing conferencing</li> </ul> <p><u><b>Check:</b></u></p> <ul style="list-style-type: none"> <li>Review of drafts and scoring monthly demand writes</li> <li>-PLC discussions and analysis of student writing to determine trends and needs</li> </ul> <p><u><b>Act:</b></u></p> <ul style="list-style-type: none"> <li>-Receive</li> </ul>					
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		<p>additional professional development in areas of need</p> <p>-Spread the use of effective practices across the school based on evidence shown in the best practice of others</p> <p>-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.</p> <p>-Plan ongoing monitoring of the solution(s)</p>					
<p><u>Writing/LA Goal #1:</u></p> <p>The percentage of students scoring <b>Level 3.0</b> or higher on the 2013 FCAT Writes will increase from <b>66%</b> to <b>68%</b>.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>66%</b>	<b>68%</b>					
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		<p>1.2. Improve the teaching of reading skills of Language Arts teachers.  -Become more proficient at pacing and teaching Springboard lessons.</p>	<p>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  <i>Within PLCs</i>  Before the unit  -Create norms.  -Unpack an assessment and rubric.  -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.  -Visit the pacing guide and determine the pacing for the unit.  -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.  -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.</p>	<p>1.2. <u>Who</u>  -Principal  -AP  -Subject Area Leaders  -PLC facilitators of like grades and/or like courses  <u>How</u>  -Administrators attend targeted PLC meetings  -Progress of PLCs discussed at Leadership Team  --Administrative walk-throughs  Administration shares the positive outcomes observed in PLC meetings on a regular basis.</p>	<p>1.2. <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.  <u>PLC Level</u>  -PLCs reflect on lesson outcomes and data used to drive future instruction.  <u>Leadership Team Level</u>  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <u>During the Grading Period</u>  -  Common assessments (anchor activities, end of unit)</p>	
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			<p>During the unit</p> <p>Determine:</p> <ul style="list-style-type: none"> <li>What is/is not working?</li> <li>Do we need to supplement or enrich?</li> <li>Are the needs of all students being met?</li> <li>Have we used anchor activities to assess student understanding?</li> <li>Have we used differentiated instruction?</li> <li>Have we used higher order thinking questions?</li> </ul> <p>During the assessment</p> <ul style="list-style-type: none"> <li>-Agree upon a window of time when all assessments need to be completed.</li> <li>-Discuss successes and challenges.</li> </ul> <p>After all assessments have been scored</p> <ul style="list-style-type: none"> <li>-Reflect on the unit.</li> <li>-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened.</li> <li>-Revisit portfolios.</li> </ul>			
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		<p><i>In the classroom</i></p> <p>During the lessons, teachers:</p> <ul style="list-style-type: none"> <li>-Post daily objectives.</li> <li>-Scaffold instruction</li> <li>-Group students appropriately.</li> <li>-Model and provide opportunities for guided and independent practice of skills aligned with the assessment.</li> <li>-Select academic vocabulary from text to be used during a unit of instruction.</li> <li>-Use multiple types of formative assessment and provide consistent checks for student understanding.</li> <li>-Use data during the lesson and after the assessment to inform instruction.</li> </ul> <p>During the lessons, students:</p> <ul style="list-style-type: none"> <li>-Understand the criteria which will be used to evaluate their work.</li> <li>-Understand the purpose of the lesson and its connection to the assessment.</li> <li>-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.</li> </ul> <p>After the lessons, teachers:</p> <ul style="list-style-type: none"> <li>-Post exemplars of student</li> </ul>				
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			work. -Self reflect on lessons.				
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		<p>1.3. PLCs struggle with how to structure curriculum and data analysis discussion to deepen their meaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.3.</p> <p><b><u>Strategy</u></b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it?__</li> </ol> <p><b><u>Actions/Details</u></b></p> <p>-Grade level/like-course PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area</p>	<p>1.3.</p> <p><b><u>Who</u></b></p> <ul style="list-style-type: none"> <li>-Principal</li> <li>-AP</li> <li>-Subject Area Leaders</li> <li>-PLC facilitators of like grades and/or like courses</li> </ul> <p><b><u>How</u></b></p> <p>Administrators attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p> <p>--Administrative walk-throughs</p> <p>Administration shares the positive outcomes observed in PLC meetings on a regular basis.</p>	<p>1.3</p> <p>School has a system to record and report during-the-grading period outcomes to administration, SAL, and/or leadership team.</p>	<p>1.3.</p> <p><b><u>During the Grading Period</u></b></p> <p>Common assessments (anchor activities and end of unit)</p>	
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			PLC action plans.				
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**Writing/Language Arts Professional Development**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	6-8	LA SAL	Language Arts Teachers	On-going	Included in PLC notes	
		PLC facilitators	PLC-grade level and vertical teams			SAL PLC Facilitators

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Springboard Pacing	6-8	LA SAL	Language Arts Teachers	On-going	- Included in PLC notes	
		PLC facilitators	PLC-grade level and vertical teams			SAL PLC Facilitators
Writing Holistic Scoring Training	6-8	LA SAL	Language Arts Teachers	On-going	Included in PLC notes	
		PLC facilitators	PLC-grade level and vertical teams			SAL PLC Facilitators

*End of Writing Goals*

**Attendance Goal(s)**

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

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<p><b>1. Attendance</b></p>	<p>1.1 -Attendance committee needs to meet on a regular basis throughout the school year.  -Need support in building and maintain the student database.</p>	<p>1.1 <b><u>Tier 1</u></b> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.</p>	<p>1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1 Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/Tardy data  Ed Connect</p>		
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Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. The attendance rate will increase from 92.74 % in 2011-2012 to 96 % in 2012-2013.							
The number of students who have 10 or more <b>unexcused</b> absences throughout the school year will decrease by 10%							
The number of students who have 10 or more <b>unexcused</b> tardies to school throughout the school year will decrease by 10%.							
	<b>92.74%</b>	<b>96%</b>					
	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	<b>278</b>	<b>250</b>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					

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	70	60					
		1.2 -Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis.	1.2 <u><b>Tier 1</b></u> All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports	
		1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 <u><b>Tier 2</b></u> 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.	1.2 Social Worker Guidance Counselor PSLT	1.2 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.	1.2 There is no system to reinforce parents for facilitating improvement in attendance.	

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

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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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 as needed basis	Random check of EdLine postings	AP

*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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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<p><b>1. Suspension</b></p>	<p>1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 <u>Tier 1</u> -Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.  -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.  -Leadership team conducts walkthroughs using a PBS walk-through form (generated by the district RtI facilitators).  -The data is shared with faculty at a</p>	<p>1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>		
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		monthly meeting, tracking the overall improvement of the faculty.  -Where needed, administration conducts individual teacher walk- through data chats.					
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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
1. The total number of In-School Suspensions will decrease by 10%.							
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10 %							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	<b>641</b>	<b>577</b>					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					

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	<b>303</b>	<b>270</b>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<b>423</b>	<b>381</b>					
	<u>2012 Total Number of Students Suspended</u>  <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u>  <u>Out-of-School</u>					
	<b>240</b>	<b>216</b>					
		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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader District USF Trainer	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) Twice Monthly Meetings	Strategy for Follow-up/Monitoring Administration, district RtI facilitator and guidance walk-throughs	Person or Position Responsible for Monitoring Administration, district RtI facilitator and guidance walk-throughs
Positive Behavior Support 6-8 (PBS)			School-wide			

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

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

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<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

**Professional Development (PD) aligned with Strategies through**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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**Professional Learning Community (PLC) or PD Activity**

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

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

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

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

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



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<b>2. Parent Involvement</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

**Parent Involvement Professional Development**

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

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

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

**Health and Fitness Goal(s)**

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

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

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<p><b>1. Health and Fitness Goal</b></p>	<p>1.</p>	<p>1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8</p>	<p>1.APC Guidance</p>	<p>1.Checking student schedules</p>	<p>1.</p>		
<p>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 60% on the Pretest to 65% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><b>60%</b></p>	<p><b>65%</b></p>					
		<p>1.2.</p>	<p>2. Health and physical activity initiatives developed and implemented by the Principal’s designee.</p>	<p>2. Principal’s designee.</p>	<p>2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)</p>	<p>2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

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		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.	
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**Health and Fitness Goals Professional Development**

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

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

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

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

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

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<p><b>1. Continuous Improvement Goal</b></p>	<p>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.  -Still confusion on how the Plan-Do-Check-Act model works.  -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.  -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.</p>	<p>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.</p>	<p>1.1 <u>Who</u> Principal Leadership Team Subject Area Leaders PLC facilitators</p>	<p>1.1 PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1</p>		
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<b>I. Additional Goal</b>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
<u>Additional Goal #1:</u>  The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase in 2013.							
	<u>2012 Current Level</u> :	<u>2013 Expected Level</u> :					
		1.2  -Not enough time to meet in PLCs.	1.2  Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2  <u>Who</u>  Leadership team  <u>How</u>  Leadership team aggregates the data	1.2  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.	1.2	

		1.3.	1.3.	1.3.	1.3.	1.3.	
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**Continuous Improvement Goals Professional Development**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan-Do-Check-Act Model	Leadership Team	Leadership Team	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs	Leadership Team
	All teachers	Subject Area Leaders PLC Facilitators			Administrator and leadership attendance at PLC meetings PLC Survey data	

*End of Additional Goal(s)*

**NEW Reading Florida Alternate Assessment Goals**

<b>A. Florida Alternate</b>	A.1.	A.1.	A.1.	A.1.	A.1.		
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<p><b>Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d		
<p><u>Reading Goal A:</u>  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>92%</b>	<b>92%</b>					
		A.2.	A.2.	A.2.	A.2.	A.2.	

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		A.3.	A.3.	A.3.	A.3.	A.3.	
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	A\B.1.	B.1.	B.1.	B.1.		
	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d		
<u>Reading Goal B:</u>  The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<b>92%</b>	<b>92%</b>					
		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**

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

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<p><b>C. Students scoring proficient in Listening/ Speaking.</b></p>	<p>1.1.</p> <p>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 12% to 20%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	
<b>D. Students scoring proficient in Reading.</b>	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 6% to 11%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1.</p> <p>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 7% to 12%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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

**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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>	F.1.  See Math Goal 5D	F.1.  See Math Goal 5D	F.1.  See Math Goal 5D	F.1.  See Math Goal 5D	F.1.  See Math Goal 5D		



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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	<b>83%</b>	<b>83%</b>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p><b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>G.1.  See Math Goal 5D</p>	<p>G.1.  See Math Goal 5D</p>	<p>G.1.  See Math Goal 5D</p>	<p>G.1.  See Math Goal 5D</p>	<p>G.1.  See Math Goal 5D</p>		
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<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	<b>8%</b>	<b>8%</b>					
		G.2.	G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.	G.3.

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to</b>						
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	<b>Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>Geometry Goal H:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>I. Students scoring in the upper third on Geometry.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal I:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	
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*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	<p>J.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs. To address this barrier; the APC will put a system in place for this school year.</p>	<p>J.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement</p>	<p>J.1. <u>Who</u> ESE Specialist  <u>How</u> IEP Progress Reports reviewed by ESE Specialist.</p>	<p>J.1. <u>Teacher Level</u>  -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.  <u>PLC Level</u>  -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  - For each class/course, PLCs chart their overall progress towards the SMART Goal.  <u>Leadership Team Level</u>  -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>J.1.</p>		
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		IEP/SWD strategies and modifications into lessons					
<u>Science Goal J:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

**NEW Biology End-of-Course (EOC) Goals**

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

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase</b>						
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	<b>Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>K. Students scoring in the middle or upper third (proficient) in Biology.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>Biology Goal K:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>L. Students scoring in upper third in Biology.</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Biology Goal L:</u>  Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b></p>	<p>M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>M.1. <u>Who</u> ESE specialist  <u>How</u> IEP Progress Reports reviewed by ESE specialist.</p>	<p>M.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.  <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.  -PLCs reflect on lesson outcomes and data used to drive future instruction.  -For each class/course, PLCs chart their overall progress towards the SMART Goal.  <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>M.1.</p>		
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<p><u>Writing Goal M:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		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)**

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

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<p><u>STEM Goal #1:</u></p> <p>Students will be involved in the STEM fair.</p> <p>Piloting a robotics program.</p>	<p>1.1.</p> <p>-Teacher knowledge on implementing STEM instruction into their curriculum.</p> <p>-Student interest.</p>	<p>1.1.</p> <p>-Inservice opportunities for STEM fair</p> <p>-Robotics video</p> <p>-Robotics field trip to Webb Middle school for teachers to see the program at work.</p>	<p>1.1.</p> <p>Creating quarterly lessons (w/common assessments) that incorporate STEM instruction as department (per grade level)</p> <p>Checked by SAL at PLC meetings.</p>	<p>1.1.</p> <p>PLCs will review weekly common assessments and take note of the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>PLCs will review weekly common assessments and take note of any decrease in the number of students reaching at least 75% mastery on units of instruction.</p>	<p>1.1.</p> <p>Common Assessments</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**STEM Professional Development**

**Professional Development (PD) aligned with Strategies through**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012



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**Professional Learning Community (PLC) or PD Activity**

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Fair	6-8	SAL	Math, Science & Language arts	Early Release in October	Classroom walkthroughs/model lessons	SAL
ROBOTICS Webb Middle School field trip	6-8	SAL	Science department	Early Release in October	Club participation  Club goals	SAL

*End of STEM Goal(s)*

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

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

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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
<p><u>CTE Goal #1:</u></p> <p>Sustain/Increase the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 2 in 2012-2013.</p> <p>Increase the student membership from 12 in 2011-2012 to 24 in 2012-2013.</p>	1.1.	1.1. Increase student participation in CTSO competitions/ events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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

*End of CTE Goal(s)*

## Differentiated Accountability

### School-level Differentiated Accountability (DA) Compliance

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

<b>School Differentiated Accountability Status</b>		
Priority	Focus	Prevent

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

### School Advisory Council (SAC)

#### *SAC Membership Compliance*

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

Yes       No

If No, describe the measures being taken to comply with SAC requirements.
We are actively recruiting parents, business and community members to participate in SAC.

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	In support of stated goals as the needs become apparent	600	
Math	In support of stated goals as the needs become apparent	600	

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Science	In support of stated goals as the needs become apparent	600	
Attendance	In support of stated goals as the needs become apparent	600	
PBS	In support of stated goals as the needs become apparent	600	
Final Amount Spent			