FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mulrennan Middle School	District Name: Hillsborough County
Principal: Timothy Ducker	Superintendent: Mary Ellen Elia
SAC Chair: Melissa Forsythe, Greg Creten	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Timothy Ducker	Ed. Leadership	7	19	2008-2012 A, AYP No
Assistant Principal	Keith Fantauzzo	Ed. Leadership	1	8	2005-2009 A, AYP Yes 2010-2012 A, AYP No
Assistant Principal	Beverly Burnett	Ed. Leadership	8	4	2008-2012 A, AYP No

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Rosa Hernandez	Reading Endorsement	7	2	

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. Recruitment Fairs	District staff	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. Opportunities for teacher leadership	Timothy Ducker	ongoing	
6. Regular time for teacher collaboration	Timothy Ducker	ongoing	
7. School-based teacher recognition system	Timothy Ducker	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7	School provides assistance to our teachers by developing an Individual Professional Development Plan to complete the requirements needed to become in-field and/or highly qualified. Administration support meetings to discuss course offerings.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
81	2% (2)	21% (17)	42% (34)	34.5% (28)	40% (32)	95% (77)	18.5% (15)	0	95% (77)

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
Mentoring program maintained by the county.			
No on-site mentoring program			

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team. The RtI Leadership team (Problem Solving Leadership Team – PSLT) includes: • Principal • Assistant Principal for Curriculum • Assistant Principal for Administration • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • ESE teacher • Subject Area Leaders • Team Leaders • SAC Chair • ELP Coordinator • ELL Representative (Note that not all members attend every meeting, but are invited based on the goals for the meeting)

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?
 	
The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.
 	
The PSLT is considered the main leadership team in our school. The PSLT will meet 2-4 times monthly and use the problem solving process to:
• Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
    o Tutoring during the day in small group pull-outs in reading, math and science
    o Extended Learning Programs during and after school
    o Intensive Reading and Math classes
 	
• Create, manage and update the school resource map
• Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
  - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
  - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

Describe the role of the school-based RtI 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 PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third Grading Period. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

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

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers

FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
DAR	School Generated Database	Reading Coach/ Reading PLC Facilitator/ Classroom Teacher
DRA-2	School Generated Excel Database	Individual Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

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

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:
- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on RtI.

The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving 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 develops 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. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS
*****RtI training

> **Commented [M1]:** This is a new question from the state. Please add how you will support MTSS.

Literacy (Reading) Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy (Reading) Leadership Team (LLT). The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: • Principal • Assistant Principal for Curriculum • Reading Coach • Reading Teachers • Media Specialist • 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 • Technology Specialist

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

The LLT provides leadership for the implementation of the reading strategies on the SIP and for the Problem Solving Leadership Team.

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

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 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)
- Implement K-12 Reading Plan

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

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

Project CRISS, Level 1 training, which is a 15 hour initial training with a mandatory three hour follow-up component, is offered several times throughout the year through the district reading office.

The reading coach is required as a part of her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities.

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

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

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

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

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

 PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.- Lack of understanding of how to implement new district mandates and new curriculum for some teachers. - Need additional training to implement effective PLCs. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	1.1. Strategy: All content area teachers will understand and deliver a close reading lesson. - Tier 1: The purpose of this strategy is to strengthen the core curriculum. Students reading comprehension will improve through teachers understanding and delivering a close reading lesson to all students. Tier 2 and Tier 3 students will receive the lesson with DI and some scaffolding as needed. Action Steps 1. Through data analysis of FAIR and FCAT, classroom assessments and student performance. PLC's, identify essential benchmarks for students that need reinforcement and or remediation. 2. Teachers assess student learning and adjust/use student conferencing to monitor progress.	1.1. Who -Principal -APC -Reading Coach ESE Specialist Content area SAL How -Classroom walk-through observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The DI strategies will be added to the form. -Evidence of strategy posted in classroom . -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. -Monitoring data will be reviewed every nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. Teacher Level PLC/Department Level PLC 's will review mini assessment data/ classroom assessment data and revise strategies as needed. Leadership Team Level *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. 2-3x Per Year - FAIR On-going Progress Monitoring in comprehension During Grading Period Course unit assessments
Reading Goal #1: In grades 6-8, the percentage of All Curriculum students scoring a Level 3-5 on the 2013 FCAT Reading will increase from 64 to 67. .	2012 Current Level of Performance:* **64**	2013 Expected Level of Performance:* **67**					
			1.2- Need additional training to implement effective PLCs. Teachers at varying levels of	1.2. Strategy: All content area teachers will understand how to select/identify complex text, shifting to increase use of informational text and	1.2. Who. -Reading Coach How -Classroom walk-through	1.2. PLC/Department Level PLC 's will review mini assessment data/ classroom assessment data and revise strategies as needed.	1.2. 2-3x Per Year - FAIR On-going Progress Monitoring in comprehension

| | | implementation of Differentiated Instruction (both with the low performing and high performing students). | sharing complex text with all students. The purpose of this strategy is that reading comprehension improves when students are engaged in grappling with complex text. Students' reading comprehension will improve through higher order questioning strategies based on textual evidence. Tier 2 and Tier 3 students will receive the lesson with DI and some scaffolding as needed. Action Steps 1. Through data analysis of FAIR and FCAT, classroom assessments and student performance. PLC's, identify essential benchmarks for students that need reinforcement and or remediation. 2. Teachers assess student learning and adjust/use student conferencing to monitor progress. | observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The DI strategies will be added to the form. -Evidence of strategy posted in classroom . -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. -Monitoring data will be reviewed every nine weeks. *2ⁿᵈ Grading Period Check* *3ʳᵈ Grading Period Check* 4ᵗʰ *Grading Period Check* | Leadership Team Level *1ˢᵗ Grading Period Check* *2ⁿᵈ Grading Period Check* *3ʳᵈ Grading Period Check* | During Grading Period |
| | | 1.3- Lack of understanding of how to implement new district mandates and new curriculum for some teachers. -Lack of understanding of CIS. Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing | 1.3. Strategy: Social Studies Department : Using Informational text in all content area classes to strengthen students' ability of using textual evidence based questioning. Students' reading comprehension will improve through higher order questioning strategies based on textual evidence. - Tier 1: The purpose of this strategy is to strengthen | 1.3. Who -Social Studies Department -Reading Coach How -Monitoring the number of students accessing MR. ISS -Monitoring student FAIR testing progress -Monitoring data will be reviewed every nine weeks. | 1.3. Teacher Level -Data will show Social Studies teachers becoming more knowledgeable of the use of FCAT 2.0 stem questioning. PLC/Department Level Social Studies Department will review Fair assessment data and revise strategies as needed. | 1.3. 2-3x Per Year - FAIR On-going Progress Monitoring in comprehension During Grading Period |

		students).	informational text reading in all curriculum. Students reading comprehension will improve through teachers using the active reading strategies within informational text on identified benchmarks in Social Studies and all content classes. Action Steps 1. Social Studies SAL will create interactive lessons on Edline, named MR. ISS (Mulrennan Reading In Social Studies). 2. Social Studies department members add Primary Source Documents and informational text, along with FCAT 2.0 Stem questions for MR. ISS 3. Students will be encouraged by Social Studies teachers to complete interactive assignments on MR. ISS. 4. Social Studies teachers will provide coverage for students to perform interactive assignments before school in the media center.	*2nd Grading Period Check* *3rd Grading Period Check* 4th *Grading Period Check*		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. Lack of understanding of how to implement new district mandates and new curriculum for some teachers.	2.1. See Goal 1.1	2.1. Who -Principal -APC -Reading Coach ESE Specialist	2.1. Teacher Level Teachers assess students using end of unit/chapter tests to check the number of students reaching at least 80% mastery on	2.1. 2-3x Per Year FAIR
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
In grades 6-8, the percentage of All Curriculum students scoring a Level 4-5 on the 2013 FCAT Reading will increase from 33 to 36.	**33**	**36**	- 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).		Content area SAL How *1. PLC logs turned in to administration.* *2.* *3. Evidence of strategy lesson plans seen during administrative walk through.* *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	instruction. PLC/Department Level PLC will review and facilitator will share data with problem solving team. Leadership Team Level The problem solving team reviews FAIR data to determine the percentage of students scoring medium to high. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	During Grading Period -Student work -Chapter tests
			2.2.- Lack of understanding of how to implement new district mandates and new curriculum for some teachers. -Lack of understanding of CIS.	2.2. See Goal 1.3	2.2. Who -Social Studies Department -Reading Coach How -Monitoring the number of students accessing MR. ISS -Monitoring student FAIR testing progress -Monitoring data will be reviewed every nine weeks. *2nd Grading Period Check* *3rd Grading Period Check* 4th *Grading Period Check*	2.2. Teacher Level -Data will show Social Studies teachers becoming more knowledgeable of the use of FCAT 2.0 stem questioning. PLC/Department Level Social Studies Department will review Fair assessment data and revise strategies as needed.	2.2. 2-3x Per Year - FAIR On-going Progress Monitoring in comprehension During Grading Period
			2.3	2.3 See Goal 1.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. Lack of understanding of the importance of silent	3.1. See Goal 1.1	3.1. Who Principal, AP, Reading	3.1. Teacher Level Teachers assess students using	3.1. 2-3x Per Year

| Reading Goal #3:

In grades 6-8, the points of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 65 to 68. | 2012 Current Level of Performance:*

65 | 2013 Expected Level of Performance:*

68 | reading in increasing student understanding of content material.
Not all teachers encourage silent reading of the content text as they feel the textbook is too difficult to read independently. Teachers are at various levels in utilizing strategic reading strategies in classroom instruction.

Inconsistency in letting students take the time to read the text silently, as there is a concern that is takes up too much time in class and/or that the text is too difficult. | | Coach, PLC facilitator SALs

How
PLC logs turned into administration. Administration provides feedback.
Evidence of strategy in teachers lessons and seen during administrative walk-through.

1st Grading Period Check

2nd Grading Period Check

3rd Grading Period Check | end of unit tests and the number of students reaching mastery or 80% or higher.

PLC/Department Level
PLCs will review evaluation data. PLC facilitator will share data with the problem solving leadership team.
Team will assess data for positive trends every nine weeks.

Leadership Team Level
The problem solving leadership team reviews FAIR data to determine the percentage of students scoring medium to high.

1st Grading Period Check

2nd Grading Period Check

3rd Grading Period Check | See Goal 1.1

During Grading Period

See Goal 1.1 |
| | | | 3.2.- Lack of understanding of how to implement new district mandates and new curriculum for some teachers.
-Lack of understanding of CIS. | 3.2.
See Goal 1.3 | 3.2.
Who
-Social Studies Department
-Reading Coach

How
-Monitoring the number of students accessing MR. ISS
-Monitoring student FAIR testing progress
-Monitoring data will be reviewed every nine weeks.

2nd Grading Period Check | 3.2.
Teacher Level
-Data will show Social Studies teachers becoming more knowledgeable of the use of FCAT 2.0 stem questioning.

PLC/Department Level
Social Studies Department will review Fair assessment data and revise strategies as necessary. | 3.2.
2-3x Per Year
- FAIR On-going Progress Monitoring in comprehension

During Grading Period |

				3rd Grading Period Check *4th Grading Period Check*		
		3.3.	3.3. See Goal 1.3	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. Teachers at varying skills levels with new district mandates and new curriculum for some teachers. - District mini lessons, mini assessments and District calendar do not always align with school student data. - Teachers misunderstanding of the role that fluency plays in reading achievement. The misnomer that fluency is only defined as words correct per minute. Evaluation of fluency beyond words correct per minute. Teachers at various skill levels in understanding how to provide fluency intervention to impact all prosodic elements.	4.1. Strategy: Students' reading fluency will improve through teachers using appropriate teaching techniques centered on prosody (phrasing rate, punctuation, intonation, expression). **Tier 1** – The purpose of this strategy is to strengthen comprehension in the core curriculum. Action Steps: 1. As a professional development activity, in their PLCs , teachers discuss student progress through comparison of student work and test outcomes. 2. Teachers pretest using an appropriate level passage. 3. PLC's come together to compare data and identify trends. 4. Teacher designs differentiated lessons to target the needs of whole group, small group, and individuals and establish appropriate timelines.	4.1. Who -Principal -APC -Reading Coach How PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-through -Classroom walk-through. Data will be review every nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	4.1. Teacher Level -Review the data provided by their computer based programs and revise strategies as needed. PLC/Department Level PLCs will review mini-assessment data.. -PLC facilitator will share data with the Problem Solving Leadership Team. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	4.1. 2-3x Per Year -FAIR During Grading Period Fluency rubric with appropriate level text and expected grade level fluency norms.
In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 to 68.	2012 Current Level of Performance:* **64**					
	2013 Expected Level of Performance:* **68**					
		4.2. - Lack of understanding of how to implement new district mandates and new	4.2. Using Informational text in all content area classes to strengthen students' ability of	4.2. Who -Social Studies Department -Reading Coach	4.2. Teacher Level -Data will show Social Studies teachers becoming more	4.2. 2-3x Per Year - FAIR On-going Progress

curriculum for some teachers. -Lack of understanding of CIS.	using textual evidence based questioning Strategy: Social Studies Department - Tier 1: The purpose of this strategy is to strengthen informational text reading in the core curriculum. Students reading comprehension will improve through teachers using the active reading strategies within informational text on identified benchmarks in Social Studies and Reading. Action Steps 1. Social Studies SAL will create interactive lessons on Edline, named MR. ISS (Mulrennan Reading In Social Studies). 2. Social Studies department members add Primary Source Documents and informational text, along with FCAT 2.0 Stem questions for MR. ISS 3. Students will be encouraged by Social Studies teachers to complete interactive assignments on MR. ISS. 4. Social Studies teachers will provide coverage for students to perform interactive assignments before school in the media center.	How -Monitoring the number of students accessing MR. ISS -Monitoring student FAIR testing progress -Monitoring data will be reviewed every nine weeks. *2nd Grading Period Check* *3rd Grading Period Check* 4th *Grading Period Check*	knowledgeable of the use of FCAT 2.0 stem questioning. PLC/Department Level Social Studies Department will review Fair assessment data	Monitoring in comprehension During Grading Period
				4.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						

Reading Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. Strategy: Students' vocabulary acquisition will improve through the implementation of appropriately leveled, **vocabulary development** lessons across all content areas.	5A.1. Who -Principal -APC -Reading Coach	5A.1. Teacher Level Teachers assess students using end of chapter tests.	5A.1. 2-3x Per Year FAIR testing
Reading Goal #5A: In grades 6-8, the following All Curriculum student subgroups will score a Level 3-5 on the 2013 FCAT Reading will increase. White: 69 to 72 Black: (met goal) Hispanic: 53 to 58 Asian: (met goal) American Indian: NA	2012 Current Level of Performance:* White: 69 Black: (met goal) Hispanic: 53 Asian: (met goal) American Indian: NA	2013 Expected Level of Performance:* White: 72 Black: Hispanic: 58 Asian: American Indian:	5A.1. -Teachers are at varying levels of understanding of the ELA vocabulary standards. - Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction. -PLC meetings do not include discussion of leveled vocabulary development and assessment for content instruction. -PLC meetings do not include the development of vocabulary instructional activities for upcoming lessons. -Administrators and support staff are at varying skill levels with identifying appropriate levels of vocabulary development.	Strategy: **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will improve through the implementation of appropriately leveled, **vocabulary development** lessons across all content areas. Action Steps: 1. PLC schedule will provide common planning time. 2. PLCs will familiarize themselves with the content standards. 3. PLCs will recognize vocabulary needs within each content area. 4. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA- embedded vocabulary development activities and/or 3) any program assessment provided in curriculum resources and materials. 5. As a Professional Development activity, PLCs come to consensus on the vocabulary	How PLC logs turned into administration. Administration provides feedback. -Classroom walk-through observing this strategy. Administrators will use the HCPS Informal Observation *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	PLC/Department Level PLC's will review unit assessments and chart the increase in the number of students reaching mastery of 80% or higher. PLC will review evaluation data. PLC facilitator will share data with the problem solving team. Leadership Team Level The team will review assessment data for positive trends at a minimum of once per nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	During Grading Period
			5A.2.	5A.2 See Goal 4.2	5A.2	5A.2	5A.2

			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
							5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. -See Goal 5A.1	5B.1. -See Goal 5A.1	5B.1. -See Goal 5A.1	5B.1. -See Goal 5A.1	5B.1. -See Goal 5A.1
Reading Goal #5B: In grades 6-8, the percentage of Economically Disadvantaged students scoring a Level 3-5 on the 2013 FCAT Reading will increase from 51 to 56.	2012 Current Level of Performance:* **51**	2013 Expected Level of Performance:* **56**					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Met our goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. -See Goal 5A.1	5D.1. -See Goal 5A.1	5D.1. -See Goal 5A.1	5D.1. -See Goal 5A.1	5D.1. -See Goal 5A.1

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Reading Goal #5D: In grades 6-8, the percentage of Students with Disabilities (SWD) scoring a Level 3-5 on the 2013 FCAT Reading will increase from 28 to 35.	2012 Current Level of Performance:* **28**	2013 Expected Level of Performance:* **35**					
			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.						
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
CIS (Comprehension Instructional Sequence)	Grades 6-8	Reading Coach District trainer Teachers	Open to all teachers	October 12, 2012 – January 2013 (during PLC's and/or Department meetings)	Admin. Conduct targeted Classroom Walk-throughs to monitor	Principal and APs, SALs, Reading Coach
Data Collection and analysis	Grades 6-8	Principal APC Reading Coach SALs	All teachers school wide	Faculty Meeting(monthly)	PSLT review of data	PSLT
Vocabulary Acquisition Strategies	Grades 6-8	Demonstration classrooms by select teachers, reading coach, SAL for LA	All teachers school wide PLCs	PLC course specific meeting two times per month during early release times Demonstration classrooms occurring on a quarterly basis.	Administrative walkthroughs to target vocabulary acquisition strategies	Principal and APs, SALs, Reading Coach

End of Reading Goals

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). Mathematics Goal #1: In grades 6-8, the percentage students scoring a Level 3-5 on the 2013 FCAT Math will increase from 68 to 71,	2012 Current Level of Performance:* **68**	2013 Expected Level of Performance:* **71**	1.1. -Need to identify students missing key pre-requisite skills. -Instruction time is challenging 50 min vs. 60 min	1.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using **Differentiated Instruction (DI)** as a result of the problem-solving model. Also using common assessments to ID those students needing re-teaching and to understand other ways to address those needs. Action Steps: -Pre-test each chapter for pre-requisite skills. -Complete unpacking activities at the beginning of each chapter, to begin with the end in mind. -Incorporate higher order thinking in daily lessons. -Complete Basic Skills drills -As a Professional Development activity in PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized. -PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. -At the end of the unit, teachers give a common assessment identified from the core	1.1. Who -Principal -APC -Teachers -Subject Area Leader How PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing the strategies. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. Teacher Level Review unit assessments by class/student, checking other factors, absences or incomplete homework PLC/Department Level PLC unit assessment data will be recorded. PLCs will review unit assessments and mark the increase in the number of students reaching at least 80% mastery on units of instruction Leadership Team Level Submit students needing intervention to PSLT for review. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. 2-3x Per Year County Assessment Tests After assessing the data, we will remediate where needed with Bellwork and mini-lessons During Grading Period Chapter Tests After assessing the data, we will remediate where needed with Bellwork and mini-lessons

			1.1.	curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss strategies that were effective. -Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. -Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). -PLCs record their work in logs. -Teach reading strategies, to help students solve word problems.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. - Teachers are at varying skill levels with Costas (higher order questioning techniques). - Administrators are at varying skill levels with identification of higher order thinking/Costas level questioning.	2.1. Strategy: Strategy - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in **Costas Level Questioning** As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps: -The school uses prior year's College Board Rigor form from representative walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2)	2.1. Who -Administration Team -AVID Coordinator -College Board -Subject Area Leaders How -*College Board Rigor* walk-through form -Administration (see IDEAS AVID World Icon) *This form demonstrates students' use of vocabulary and higher levels of learning* -Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth	2.1. Teacher Level Review individual class work and student work. PLC/Department Level PLCs examine student work Data from review of unit assessments will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ will review assessment data for positive trends at a minimum of once per nine weeks. Leadership Team Level	2.1. 2-3x Per Year -District Baseline -Mid-Year Exams During Grading Period -Student work -Chapter tests
Mathematics Goal #2: In grades 6-8, the percentage students scoring a Level 4-5 on the 2013 FCAT Math will increase from 36 to 41.	2012 Current Level of Performance:* **36**	2013 Expected Level of Performance:* **41**					

					teacher use of higher level questions vs. lower level questions. - AVID site team designs and plans training for staff. Demonstration classrooms are identified and training schedule designed for staff. -As a professional development activity, PLCs study Costas Level Questioning techniques. - Teachers implement lessons and assessments using Costas Level Questioning. - Teachers assess students by having them identify and create different levels of questions. -Teachers bring student work and/or assessments to PLCs. -As a professional development activity, PLCs use the data to discuss techniques that were successful. -Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques. -PLCs record their work on the PLC logs. -At the end of each nine weeks administration uses the *College Board Rigor* form to monitor increased level of higher order. - Teach reading strategies, to help students solve word problems.	-HCPS Informal Observation Pop-In Form (EET tool *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	Administration reviews College Board Rigor walk-through form PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ will review assessment data for positive trends at a minimum of once per nine weeks. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. See Goal 1.1	3.1. See Goal 1.1	3.1. See Goal 1.1	3.1. See Goal 1.1	3.1. See Goal 1.1
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

In grades 6-8, the percentage of students making learning gains on the 2013 FCAT Math will increase from 68 to 71.	**68**	**71**					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. -Multiple levels of students in classes	Strategy: -The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of differentiated instructional method implementing the Next Generation Sunshine State Standards.	4.1. Who -Teacher -Principal -APC -Math teachers -Math SAL -ELP teacher	4.1. Teacher Level Teachers will evaluate individual student and class quizzes and tests.	4.1. 2-3x Per Year County Assessments
Mathematics Goal #4: In grades 6-8, the percentage of students in the lowest 25% making learning gains on the 2013 FCAT Math will increase from 62 to 65.	2012 Current Level of Performance:* **62**	2013 Expected Level of Performance:* **65**		Action Steps: -Identification of specific students in lowest 25%. -Cross grade-level communication among teachers regarding individual challenges of students -PLCs write SMART goals to target improvement with these targeted students, common assess., PLC discussions of effective strategies….Problem solving process. -Re-teach/Re-test -One-on-one or small groups -Basic Skill drills	How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. -Specific plans for individual students.	PLC/Department Level PLCs will review lessons, common assessments and discuss teacher observations. -For the common assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each assessment. Leadership Team Level ELP administrator will check the data collected by the ELP math instructor to check the number of students attaining ELP credit through grade enhancement and course recovery models offered.	During Grading Period Chapter Test and Quizzes
				-ELP will be used for Tier 2 intervention for those students who do not meet a 9 week proficiency of 60% or higher. Self-paced ELP lessons tied to the SSS will re-teach skills not acquired through 9 week period. The Think Through Math program and instructor will	*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

			facilitate the re-teaching. Transportation will be provided in the pm for students who usually ride the bus home. -ELP tutoring will be available in the morning for preventative measures. -Math Camps available in the morning targeting specific concepts.			
		4.2.	4.2.	4.2.	4.2.	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:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**		5A.1. See Goal 4.1	5A.1. See Goal 4.1	5A.1. See Goal 4.1	5A.1. See Goal 4.1	5A.1. See Goal 4.1	
Mathematics Goal #5A: In grades 6-8, the following All Curriculum student subgroups will score a Level 3-5 on the 2013 FCAT Math will increase. White: 73 to 76 Black: 54 to 59 Hispanic: 60 to 64 Asian: (met our goal) American Indian: NA	2012 Current Level of Performance:* White: 73 Black: 54 Hispanic: 60 Asian: (met our goal) American Indian: NA	2013 Expected Level of Performance:* White: 76 Black: 59 Hispanic: 64 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.	

			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:							
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. See Goal 4.1	5B.1. See Goal 4.1	5B.1. See Goal 4.1	5B.1. See Goal 4.1	5B.1. See Goal 4.1
Mathematics Goal #5B: In grades 6-8, the percentage of Economically Disadvantaged students scoring a Level 3-5 on the 2013 FCAT Math will increase from 57 to 61.	2012 Current Level of Performance:* **57**	2013 Expected Level of Performance:* **61**					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: Met our goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. See Goal 4.1	5D.1. Strategy: See Goal 4.1	5D.1. Who See Goal 4.1	5D.1. Teacher Level	5D.1. 2-3x Per Year

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				See Goal 4.1	See Goal 4.1
In grades 6-8, the percentage of Students with Disabilities scoring a Level 3-5 on the 2013 FCAT Math will increase from 31 to 38	**31**	**38**	-Students missing pre-requisite skills	In addition to the strategies listed in previous goal charts mentioned above, SWD will be provided with additional math instruction. SWD students math skills will improve by **connecting individual needs to instruction as outlined in the IEP**. Action Steps: -ESE Tutoring for Alg. 1 and Alg. 1a by a certified highly qualified ESE teacher before school 3-4 days per week with just ESE students who are in Alg. 1 and Alg. 1a. -Intensive math classes will provide skill building and pre-requistie skills for Math FCAT level 1 students in addition to their core math class. -Math General ed. and/or SWD teachers will familiarizing themselves with each student's IEP goals, strategies and accommodations. -The Math General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. -Using student data, every nine weeks (along with the report card) SWD students will receive a Progress Report to inform parents of	How PLC logs will show progress toward SWD improvements *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	PLC/Department Level Leadership Team Level *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	During Grading Period

				the students' progress -Math PLCs review **SWD** SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the **SWD** students will score an 80% or above on each unit of instruction.) - As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. -PLC teachers instruct students implementing IEP strategies and accommodations. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring SWD assessment data back to the PLCs. -Based on the data, teachers discuss techniques that were effective for SWD students. -Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. -Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). - PLCs record their work in logs.				
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1. See Math Goal 1.1	1.1. See Math Goal 1.1	1.1. See Math Goal 1.1	1.1. See Math Goal 1.1	1.1. See Math Goal 1.1
Algebra Goal #1: In grades 6-8, the percentage of students scoring Level 3-5 on the 2013 End-of-Course Algebra Exam will increase from 84 to 87.	2012 Current Level of Performance:* **84**	2013 Expected Level of Performance:* **87**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1. 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
Algebra Goal #2: In grades 6-8, the percentage of students scoring Level 4-5 on the 2013 FCAT Math will increase from 31 to 34.	2012 Current Level of Performance:* **31**	2013 Expected Level of Performance:* **34**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3`	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Materials for NGSSS	6-8	Math SAL	Math Teachers	Professional Study Day Monthly Dept. Meetings	Admin. Conduct targeted walkthroughs	Admin. Team
Analyzing first semester exams	6-8	Math SAL, APC	Math Teachers –PLCs	After the administration of the test	PLC logs	APC

End of Mathematics Goals

Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3-5 on the 2013 FCAT Science will increase from 54 to 57.	1.1. -Inadequate planning time -Inadequate implementation time -Difficulties in locating a bank of versatile & interesting higher level questions for science reading and decoding techniques -Not all PLC meetings include regular discussion of student data and/or the implementation of reading and vocabulary skills. -Inadequate time to meet with reading coach and/or language arts teachers to gather most effective and current instructional techniques.	1.1. Strategy: -Vocabulary wall -Index card match up -Science vocabulary drills and question dissection techniques. -Use of applicable informational text -Infuse CIS strategies -Inclusion of benchmark reviews from text Action Steps: -Utilize visuals, word walls, and bellwork with a science reading focus. -Research and accumulate questions from various sources including the textbook. -Gather achievement series data, individually and as a group. -Meet in PLC groups on early release dates. -Attend district training as applicable to topic. -Collaborate with reading coach and/or language arts teachers for most effective and current reading strategies. -Implement CRISS techniques on an ongoing basis. -Inservice with reading coach to train department on CIS strategies for reading comprehension and vocabulary use -Use of Kagan strategies as appropriate	1.1. Who -Principal -APC -Science SAL -Science Teachers How -PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing use of current and effective vocabulary and reading strategies/techniques. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. Teacher Level PLC/Department Level PLCs examine student work and data from the Costas quizzes and other assessments with HOTS questions. Data from review of unit assessments be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Leadership Team Level *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. 2-3x Per Year District-level baseline and mid-year tests During Grading Period -Mini-assessments -Common Chapter/unit assessments
	2012 Current Level of Performance:* **54**	2013 Expected Level of Performance:* **57**			
	1.2. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.	1.2. **Strategy** -Inquiry based laboratory activities and science instruction -Use of applicable informational	1.2. Who Principal APC Science SAL	1.2. Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of	1.2. 2-3x Per Year District-level baseline and mid-year tests

-Not all teachers are able to attend available science trainings on dates available by the district. -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.	text for lab/group activities. **Action Steps** -Attend district science training and share information with their PLCs. -PLCs write SMART goals based on each nine weeks of material. -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. -PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. -At the end of the unit, teachers will attempt to give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs to review and discuss. -Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies. -Inservice with reading coach to train department on CIS strategies for reading comprehension and vocabulary use	Science Teachers <u>How</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. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies.	instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	<u>During Nine Weeks</u> -Mini-assessments -Common Chapter/unit assessments
1.3. - 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	1.3. **Strategy** The purpose of this strategy is to strengthen the core curriculum. **Action Steps** -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. - Based on the data, PLCs develop a 10 day projected	1.3. **Who** Teacher Principal APC Science SAL **How** -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-	1.3. -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving	1.3. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>During Nine Weeks</u> -Benchmark mini assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini

		lessons within the District pacing guide.	timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. - As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments. - Teachers implement the mini lessons and mini assessments. -Teachers bring assessment data back to the PLCs. -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. -As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. 8. PLCs record their work in logs.	throughs. -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Coach. - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks.	Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period.	lesson skills covered during the nine weeks.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. Science Goal #2: In grades 6-8, the percentage of Standard Curriculum students scoring	2012 Current Level of Performance:* **13**	2013Expected Level of Performance:* **16**	2.1. -Inadequate planning time -Inadequate implementation time -Difficulties in locating a bank of versatile & interesting higher level questions for science reading and decoding	2.1. Strategy: -Vocabulary wall -Index card match up -Science vocabulary drills and question dissection Action Steps: -Utilize visuals, word walls,	2.1. Who Principal APC Science SAL Science Teachers How -PLC logs turned into	2.1. Teacher Level PLC/Department Level PLCs examine student work and data from the Costas quizzes and other assessments with HOTS questions. Data from review of unit assessments	2.1. 2-3x Per Year District-level baseline and mid-year tests During Grading Period -Mini-assessments -Common Chapter/unit

			techniques -Not all PLC meetings include regular discussion of student data and/or the implementation of reading and vocabulary skills. -Inadequate time to meet with reading coach and/or language arts teachers to gather most effective and current instructional techniques.	and bellwork with a science reading focus. -Research and accumulate questions from various sources including the textbook. -Gather achievement series data, individually and as a group. -Meet in PLC groups on early release dates. -Attend district training as applicable to topic. -Collaborate with reading coach and/or language arts teachers for most effective and current reading strategies. -Implement CRISS techniques on an ongoing basis.	administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing use of current and effective vocabulary and reading strategies/techniques. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. Leadership Team Level *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	assessments
a Level 4-5 on the 2013 FCAT Science will increase from a 13 to 16.							
			2.2. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -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.	2.2. **Strategy** -Inquiry based laboratory activities and science instruction **Action Steps** -Attend district science training and share information with their PLCs. -PLCs write SMART goals based on each nine weeks of material. -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. -PLC teachers instruct students using the core	2.2. Who Principal APC Science SAL Science Teachers How -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. PSLT will create a walk-through	2.2. Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2. *2-3x Per Year* -District-level baseline and mid-year tests *During Grading Period* -Mini-assessments -Common Chapter/unit assessments

			curriculum and inquiry based instruction strategies. -At the end of the unit, teachers will attempt to give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs to review and discuss. -Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.	fidelity monitoring tool that includes all of the SIP strategies.		
		2.3 - 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 within the District pacing guide.	2.3 **Strategy** The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve. **Action Steps** -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. - Based on the data, PLCs develop a 10 day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. -As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments. -Teachers implement the	2.3 Who Teacher Principal APC Science SAL How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every	2.3 -PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period.	2.3 2-3x Per Year District Baseline and Mid-Year Testing During Nine Weeks -Benchmark mini assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.

| | | | mini lessons and mini assessments.
- Teachers bring assessment data back to the PLCs.
-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.
-As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. 8. PLCs record their work in logs. | nine weeks.
-Another fidelity tool will be the PLC calendars/timeline/ logs of targeted skills reviewed by the administration and/or Math Coach.
- PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. | | |

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS (Comprehension Instructional Sequence)	Grades 6-8	Reading Coach District trainer Teachers	Open to all teachers	October 12, 2012 – January 2013 (during PLC's and/or Department meetings)	Admin. Conduct targeted Classroom Walk-throughs to monitor	Principal and APs, SALs, Reading Coach

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 4.0 or higher in writing.			1.1. Teachers and students lack ongoing monitoring of progress in writing (skills)	1.1. Strategy: Strategy: **Tier 1** – School will implement embedded writing assessments in the core curriculum and **monthly/ongoing formative writing assessments** to monitor student progress/improvement. Action Steps: 1. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly writing prompt.) 2. As a Professional Development activity PLCs participate in discussions that share PLC data, trends, and best-practice instructional strategies. These discussions are held in both horizontal (across course) and vertical (across grade levels) groups. 3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process. 4. Students will complete scaffolded activities prior to required Embedded Assessments and teachers	1.1. Who Principal APC LA SAL LA PLCs How - PLC logs turned into administration designee. Administration designee provides feedback. - Classroom walk-throughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool). - Springboard Walk-Through Observation Form. How	1.1. Teacher Level PLC/Department Level -PLCs - Periodic review of formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. Leadership Team Level -PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends on a monthly basis. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1. 2-3x Per Year - Periodic review of formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric - Embedded writing assessments from the core curriculum - Student portfolios During Grading Period
Writing/LA Goal #1: In grade 8, the percentage of All Curriculum students scoring a Level 4-5 on the 2013 FCAT Writing will increase from 90 to 93.	2012 Current Level of Performance:* **90**	2013 Expected Level of Performance:* **93**					

				will share reflections of student growth or need in order to inform instruction. 5. Teachers and students will engage in metacognitive reflection of embedded assessments to celebrate attainment of writing skills and goals and to identify continuing needs and adjust instruction. 6. As a Professional Development activity, PLCs meet and discuss data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students. 7. PLCs review nine week data, set a new goal for the following nine weeks. 8. PLCs record their work in the PLC logs	*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance Attendance Goal #1: -The attendance rate will increase from 95.66% in 2011-2012 to 96% in 2012-2013. -The number of students who have 10 or more unexcused absences in 2011-2012 will decrease from 37 to 25 in 2012-2013. -The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 172 in 2011-2012 to 80 in 2012-2013	2012 Current Attendance Rate:* **95.66** 2012 Current Number of Students with Excessive Unexcused Absences (10 or more) **37** 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more) **172**	2013 Expected Attendance Rate:* **96** 2013 Expected Number of Students with Excessive Unexcused Absences (10 or more) **25** 2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more) **80**	1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives	1.1. -APA will run Attendance/Tardy meetings every 20 days with appropriate reports -AP will maintain data base -Social Worker -Guidance Counselors	1.1. Administration Team and subset of PSLT will examine data monthly	1.1. -Attendance Report -Tardy Report -Attendance Plan
			1.2. See Goal 1.1	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of	1.2. See Goal 1.1	1.2. See Goal 1.1	1.2. See Goal 1.1

			the conference is to create a plan for assisting the students to improve his/her attendance/tardies.				
		1.3. -Not all teachers are comfortable with EdLine -Not all teachers keep attendance updated	1.3. All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance.	1.3. Random check of EdLine postings	1.3. See Goal 1.1	1.3. Edline	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	6-8	AP	As needed	On-going	Random check of EdLine Posting	AP/Tech Spec.
Attendance Plan	Administrators	AP	Administrator staff meeting		Review plan and student data each 9 week period	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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension Suspension Goal #1: -The total number of In-School Suspensions days will decrease from 509 in 2011-2012 to 260 in 2012-2013. -The total number of students receiving In-School Suspension will decrease from 209 in 2011-2012 to 100 in	2012 Total Number of In –School Suspensions **509** 2012 Total Number of Students Suspended In-School **209**	2013 Expected Number of In- School Suspensions **260** 2013 Expected Number of Students Suspended In -School **100**	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior. Character education is not widely emphasized in all curriculums.	1.1. **Tier 1**: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1. PSLT "behavior" subgroup	1.1. PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data

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

2012-2013							
-The total number of Out-of School Suspensions (including ATOSS) days will decrease from 160 in 2011-2012 to 75 in 2012-2013 -The total number of students receiving Out-of School Suspension will decrease from 45 in 2010-2011 to 27 in 2011-2012	2012 Number of Out-of-School Suspensions **160** 2012 Total Number of Students Suspended Out- of- School **125**	2013 Expected Number of Out-of-School Suspensions **80** 2013 Expected Number of Students Suspended Out- of-School **100**					
			1.2. Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2. PSLT "Managing and Motivating" subgroup will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need (e.g., PBS training)	1.2. "Managing and Motivating" subgroup PSLT	1.2. PSLT "Managing and Motivating" subgroup with review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	1.2. "UNTIE" ODR and suspension data cross-referenced with mainframe discipline data
			1.3. Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3. **Tier 2**:"Check and Connect" program will be implemented to support students who accrue more than 10 suspension days in one semester.	1.3. -Guidance -Social Worker -School Psychologist	1.3. A subgroup of the Problem Solving Leadership Team will review suspension data and determine the percent of student with 10 or more suspensions per semester. The Team will review suspension data biweekly and report progress to PSLT monthly.	1.3. Biweekly Suspension Data

Suspension Professional Development

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

End of Suspension Goals

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the 'Healthy Fitness Zone" (HFZ) for their age group assessing hamstring flexibility (sit and reach) will improve from 90% (1003) Pretest to 95% (1059) Posttest	2012 Current Level :* **90% (1003)**	2013 Expected Level :* **95% (1059)**	1.1. Lack of motivation - Knowledge - Current fitness levels - Currently there are 1115 students being served daily).	1.1. -Daily stretching before and/or after class -Yoga related relaxation techniques -Muscle related stretches for hamstrings -Total body stretching -Tai-Chi breathing/movements to warm the muscles - Testing mass numbers exceeding 200 students in a class period by use of multiple sit and reach boxes	1.1. -Record and document individual students scores - Monthly assessment of students sit and reach scores -Utilize individualized grading assessment cards -Monitoring the individual student to assure that progress towards the HFZ is improving	1.1. -Sit and reach boxes used to administer the flexibility test -Use data collected to show students gains in muscle flexibility	1.1. Sit and Reach boxes to test muscle flexibility
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Flexibility muscle gains of students	6-8 Physical Education		Physical Education Department	Early release days and county wide PEDAT testing window dates	Group collaboration	

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: **The percentage of parents who strongly agree with the indicators under "school environment" on the School Climate and Perception Survey for parents will increase from 38% in 2011-2012 to 50% in 2012 – 2013.**	2012 Current Level :* **38**	2013 Expected Level :* **50**	1.1. Trying to communicate without alarming parents to our school environment. Being sensitive to "perceptions". Monitoring Parent perceptions on a regular basis. Only able to provide parents with basic information and not detailed to comply with privacy laws.	1.1. Survey parents through the year and communicate through newsletters specifically regarding our school environment. Communicate with parents when student witnesses are used so parents know what their child witnessed.	1.1. -PTSA workshops and meetings with Principal to discuss school environment -Safety committee oversight provided by site safety monitor	1.1. -conduct survey during HR with students -conduct survey during PTSA meetings	1.1. School Climate Perception Survey
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading :					
		2.2.	2.2.	2.2.	2.2.	2.2.

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Writing :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

Geometry EOC Goals		**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.		1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
I. Students scoring in the upper third on Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase student interest in career opportunities and program selection prior to Middle School.	1.1.	1.1. Current FFA, FBLA and Robotics Clubs students, visits to Elementary feeder schools	1.1. Teachers	1.1.	1.1. Log of trips to Elementary feeder s
	1.2.	1.2. Have a "CTE Night" at Mulrennan exposing Ag, Tech	1.2. Teachers	1.2.	1.2. "Exit Slips" for visitors

		and Business CPU experiences and current projects			
	1.3.	1.3. "Mulrennan Career Fair" inviting current businesses to come speak about their careers.	1.3. Teachers	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

x☐ Yes   ☐ No

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

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