FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Van Buren Middle School	District Name: Hillsborough
Principal: Dr. JoAnn S. Redden	Superintendent: MaryEllen Elia
SAC Chair: Ann Torres	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	Dr. JoAnn S. Redden	BS Elementary Education M.Ed. Educational Leadership Ed. S. Reading Ed. D. Organizational Leadership Certified in Elementary Education, Reading K-12,	6 years	22 years	**2011-2012 School Grade D** |	Reading	Math	Writing	Science
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% Satisfactory L 3-5	23%	32%	70%	20%
% Satisfactory L 4-5	8%	10%		2%
% Learning Gains	48%	56%		
Lowest 25%	59%	56%		
% Satisfactory L 3-5 Algebra EOC		90%		
% Satisfactory L 4-5 Algebra EOC		26%			

				School Principal, and ESOL Endorsement			**2010-2011 School Grade C**

2010-2011   School Grade C

	Reading	Math	Writing	Science
% Proficient	37%	43%	77%	16%
% Learning Gains	57%	65%		
Lowest 25%	77%	68%		

2009-2010   School Grade C

	Reading	Math	Writing	Science
% Proficient	39%	39%	91%	22%
% Learning Gains	59%	63%		
Lowest 25%	63%	67%		

Assistant Principal	Latonya Anderson	BS Therapeutic Recreation M.Ed. School Guidance and Counseling Ed.S. Educational Leasdership Certified in Guidance and School Counseling and Educational Leadersip	5 years	7 years	

2011-2012 School Grade D

	Reading	Math	Writing	Science
% Satisfactory L 3-5	23%	32%	70%	20%
% Satisfactory L 4-5	8%	10%		2%
% Learning Gains	48%	56%		
Lowest 25%	59%	56%		
% Satisfactory L 3-5 Algebra EOC		90%		
% Satisfactory L 4-5 Algebra EOC		26%		

2010-2011   School Grade C

	Reading	Math	Writing	Science
% Proficient	37%	43%	77%	16%
% Learning Gains	57%	65%		
Lowest 25%	77%	68%		

					2009-2010 School Grade C			
						Reading	Math	Writing	Science
					% Proficient	39%	39%	91%	22%
					% Learning Gains	59%	63%		
					Lowest 25%	63%	67%		

Assistant Principal	Lee Adams	BA History MS Social Science Ed.S. Educational Leadership	5 years	5 years	**2011-2012 School Grade D**			

		Reading	Math	Writing	Science
% Satisfactory L 3-5		23%	32%	70%	20%
% Satisfactory L 4-5		8%	10%		2%
% Learning Gains		48%	56%		
Lowest 25%		59%	56%		
% Satisfactory L 3-5 Algebra EOC			90%		
% Satisfactory L 4-5 Algebra EOC			26%		

2010-2011   School Grade C

	Reading	Math	Writing	Science
% Proficient	37%	43%	77%	16%
% Learning Gains	57%	65%		
Lowest 25%	77%	68%		

2009-2010   School Grade C

	Reading	Math	Writing	Science
% Proficient	39%	39%	91%	22%
% Learning Gains	59%	63%		
Lowest 25%	63%	67%		

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 Coach	Chambree Kumka	BS Marketing Master Business Administration ESOL Endorsement Math (5-9) Reading Endorsement	1 year	1 year	**2011-2012 School Grade D: Van Buren MS** (see table below) **2010-2011 School Grade A: Adams MS** (see table below)

2011-2012 School Grade D: Van Buren MS

	Reading	Math	Writing	Science
% Satisfactory L 3-5	23%	32%	70%	20%
% Satisfactory L 4-5	8%	10%		2%
% Learning Gains	48%	56%		
Lowest 25%	59%	56%		
% Satisfactory L 3-5 Algebra EOC		90%		
% Satisfactory L 4-5 Algebra EOC		26%		

2010-2011 School Grade A: Adams MS

	Reading	Math	Writing	Science
% Proficient	60%	68%	93%	44%
% Learning Gains	58%	71%		
Lowest 25%	66%	68%		

					2009-2010 School Grade A: Adams MS

	Reading	Math	Writing	Science
% Proficient	64%	67%	94%	50%
% Learning Gains	65%	76%		
Lowest 25%	68%	76%		

Math Coach	Janet Guerrieri	BS Education MS Education ESOL Endorsement Exceptional Student Education Math (5-9) Middle Grades Integrated Curriculum (5-9) Specific Learning Disability (5-9)	29 years	4 years	

2011-2012 School Grade D

	Reading	Math	Writing	Science
% Satisfactory L 3-5	23%	32%	70%	20%
% Satisfactory L 4-5	8%	10%		2%
% Learning Gains	48%	56%		
Lowest 25%	59%	56%		
% Satisfactory L 3-5 Algebra EOC		90%		
% Satisfactory L 4-5 Algebra EOC		26%		

2010-2011   School Grade C

	Reading	Math	Writing	Science
% Proficient	37%	43%	77%	16%
% Learning Gains	57%	65%		
Lowest 25%	77%	68%		

2009-2010   School Grade C

	Reading	Math	Writing	Science
% Proficient	39%	39%	91%	22%
% Learning Gains	59%	63%		
Lowest 25%	63%	67%		

Writing Coach	Caleathiea Cornelius	BS English Education ESOL Endorsement English (6-12)	1 year	1 year	**2011-2012 School Grade**

2011-2012   School Grade

	Reading	Math	Writing	Science
% Satisfactory	68%	75%	87%	65%
% Learning Gains	66%	75%		
Lowest 25%	58%	51%		

2010-2011   School Grade

	Reading	Math	Writing	Science
% Proficient	81%	88%	92%	73%
% Learning Gains	65%	82%		
Lowest 25%	65%	75%		

2009-2010   School Grade

	Reading	Math	Writing	Science
% Proficient	83%	87%	96%	74%
% Learning Gains	71%	78%		
Lowest 25%	65%	69%		

<u>Highly Qualified Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	District Staff	June	
3. Salary Differential	General Directors of federal Programs	Ongoing	
4. District Mentor Program (EET)	District Mentors	Ongoing	
5. District Peer Evaluators (EET)	District Peers	Ongoing	
6. School Orientation for New Teachers	Assistant Principal	August	
7. New Teacher/Assistant Principal Meetings	Assistant Principal	Ongoing	
8. New Teacher/Veteran Staff mentor	Principal	Ongoing	
9. Partnership with University of South Florida College of Education	Instructional Staff	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
10 teachers are out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. Administrators Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) Academic Coach • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis Subject Area Leader/PLC • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
60	8.3% (5)	28.3% (17)	43.3% (26)	20.0% (12)	45.0% (27)	96.6% (58)	13.3% (8)	1.6% (1)	21.6% (13)

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
Kimberland Jackson (District EET Mentor)	Zulma Victoria- First year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberland Jackson (District EET Mentor)	Donald Stites- Second year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberland Jackson (District EET Mentor)	Keyshonna Miller- Second year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberland Jackson (District EET Mentor)	Jacqueline Okpala- First year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberland Jackson (District EET Mentor)	Lequisha Underwood- Second year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberland Jackson (District EET Mentor)	Bennie Leverett- First year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Kimberland Jackson (District EET Mentor)	Kahil Daley- Second year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberland Jackson (District EET Mentor)	Bianca Brown- First year teacher	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kim Watts (School-Based Mentor) Michelle Detwiler (Academic On-The-Ground Coach for Science) W. Shaffer (District EET Peer)	Beverly Cole- First year teacher in HCPS with experience	Ms. Watts, has 3 years of teaching experience and is the Subject Area Leader for Science Mrs. Detwiler is the district's Academic On-The-Coach for two years. He role is to assist STAAR schools with instructional practices. The district-based mentor is with the EET initiative. The Peer has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-weekly co-planning in PLCs. Weekly planning, assisting, and monitoring 2-3 observation visits to provide feedback on instructional practices.
Theresa YaraboroughCanady (School-Based Mentor) Caleathiea Cornelius (School-Based Mentor) R. Fedele (District EET Peer)	Erica Cripe- First year teacher in HCPS with experience	Mrs. Canady has 15 years of teaching experience. Mrs. Cornelius is the Subject Area Leader and Writing Coach. The district-based mentor is with the EET initiative. The Peer has strengths in the areas of leadership, mentoring, and increasing student achievement.	Bi-weekly co-planning in PLCs. Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. 2-3 observation visits to provide feedback on instructional practices.
Nancy Blissitt (School-Based Mentor) E. Spoto (District EET Peer)	Annika Mann – First year teacher to Van Buren Middle	Ms. Blissitt has 27 years of teaching experience The district-based mentor is with the EET initiative. The Peer has strengths in the areas of leadership, mentoring, and increasing student achievement.	Monthly planning in PLCs. 2-3 observation visits to provide feedback on instructional practices.

Nancy Blissitt (School-Based Mentor)	Michelle Nachman- First year teacher to Van Buren Middle	Ms. Blissitt has 27 years of teaching experience.	Monthly planning in PLCs.
E. Spoto (District EET Peer)		The district-based mentor is with the EET initiative. The Peer has strengths in the areas of leadership, mentoring, and increasing student achievement.	2-3 observation visits to provide feedback on instructional practices.
Janet Guerrieri (School-Based Mentor)	Maryam Sharifian- First year teacher to Van Buren Middle	Ms. Guerrieri has 30 years of teaching experience.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving
R. Kearney (District EET Peer)		The district-based mentor is with the EET initiative. The Peer has strengths in the areas of leadership, mentoring, and increasing student achievement.	2-3 observation visits to provide feedback on instructional practices.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.

Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. •   Principal •   Assistant Principal for Curriculum •   Assistant Principal for Administration •   Guidance Counselor •   School Psychologist

- •   Social Worker
- •   Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- •   ESE Specialist
- •   Subject Area Leaders (Middle)
- •   Team Leaders (Middle)
- •   Department Heads (High)
- •   SAC Chair
- •   ELP Coordinator
- •   ELL Representative
- •   Attendance Committee Representative
- •   Behavior Team Representative or Behavior Specialist/Coach

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

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

The purpose of the core Leadership Team is to:

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

Editor Note: In this section, develop out the meeting process and roles and function of your Leadership Team.

The Leadership team meets regularly (monthly). Specific responsibilities include:

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

to the Leadership Team/PSLT)
- o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- • On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- • Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- • Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- • Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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

      meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

    o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

    o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

MTSS Implementation

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:

Editor Note: In your response, be more specific than the example below regarding the data sources (assessments/checks for understanding) your school is using. Don't forget to emphasize core curriculum school-based assessments/checks for understanding that you are collecting/analyzing outside of the mandated state and district assessments. True on-going progress monitoring includes using the results of the core curriculum to guide interventions.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	IPT	Reading Coach/Math Coach/Writing Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers, Coaches
District generated assessments from the Office of Assessment and Accountability **Formative Assessments {Math/Science}**	Scantron Achievement Series Teacher data logs PLC Logs	Leadership Team, PLCs, individual teachers, Coaches
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science **(Monthly Writing Assessments)**	EASI PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data binders	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. **(Writing, Science, Math, and Social Studies)**	PLC logs	Individual Teachers/ Coaches/ Leadership Team
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:
•   Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
•   Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
•   Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Math Coach

- Science Coach
- ESE Specialist

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

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

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

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

What will be the major initiatives of the LLT this year?
- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan
- Implementation and monitoring vocabulary (suffix/prefix)

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

Elementary Title I Schools Only: Pre-School Transition

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

N/A

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered through district training. Follow-up training is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

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

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

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

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

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

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

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. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen student learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act FCIM plan.	1.1. Students' reading, writing, language, and listening /speaking skills will improve through implementation of reading core curriculum with fidelity. Reading teachers will implement the Plan-Do-Check-Act to strengthen the core curriculum. Teachers will meet a minimum 3 times per month in PLCs with site-based coaches to plan collaboratively and review data. Data will guide future instruction. **Action Steps** - Leadership team and Reading Coach will perform walkthroughs and attend PLCs to ensure implementation of FCIM with fidelity. - Grade level/like-course PLCs use **Plan-Do-Check-Act** to guide their discussion and way of work. Discussions are summarized on PLC log.	1.1. **Who** -Principal -AP -Reading Coach -PLC facilitators of like grades and/or like courses **How** -PLC Logs -PLCs turn their logs into administration and/or coach after a unit of instruction is complete.	1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.1. **3x per year** - FAIR **During the Grading Period** - Curriculum assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 23% to 29%.	2012 Current Level of Performance:* **23%**	2013 Expected Level of Performance:* **29%**					
			1.2. -Many teachers are using their current curriculum for the first time. -Curriculum training provided during the summer and throughout the school year.	1.2. Students' reading, writing, language, and listening /speaking skills will improve through implementation of Core Curriculum with fidelity. The reading coach supports reading teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. **Action Steps** - Leadership team and Reading Coach will perform walkthroughs and attend PLCs to ensure implementation of curriculum with fidelity.	1.2. **Who** -Principal -AP -Reading Coach **How** -Coach Logs -Walk-through Forms -Lesson Plans	1.2. **Teacher Level** -Teachers implement curriculum in the classroom as evident by walkthroughs, PLC logs, and Lesson Plans **PLC Level** -PLC's reflect on the lessons to identify successful practices and student learning to guide instruction. **Leadership Team Level** - Reading Coach shares walk-through data with Administration. -Walk-through Data is used to drive teacher support.	1.2. **3x per year** - FAIR **During the Grading Period** - Curriculum assessments (pre, post, mid, section, end of unit, intervention checks) -Student Work Samples
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.3. **Common Core Reading Strategy Across all Content Areas** Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas).	1.3. **Who** -Principal -AP -Reading Coach -Content Area SAL's **How** -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Math PLC Logs	1.3. **Teacher Level** -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. **PLC Level** -PLCs reflect on lesson outcomes and data used to drive future instruction. **Leadership Team Level** -PLC facilitator/Subject Area	1.3. **3x per year** - FAIR **During the Grading Period** - Common assessments (pre, post, mid, section, end of unit, intervention checks)

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check — Who and how will the fidelity be monitored?	Strategy Data Check — How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Teachers' knowledge of strategy. Training is available on PDS.	1.1 **Backward Design** Students' mastery of the NGSSS will show academic improvement through implementation of Backward Design lesson planning. **Action Steps** Leadership Team and Math Coach will perform walkthroughs and facilitate PLCs to ensure that the implementations of Backward Design lesson planning is done with fidelity.	1.1. **Who** Principal AP Math Coach/SAL Academic Coach **How** PLC logs Walkthrough forms	1.1. **Teacher level** During PLC's , teachers will plan lessons using backward design. Data will be used to drive lessons **PLC Level** PLC's track pacing of curriculum. PLC's discuss curriculum and create lessons with common assessments. **Leadership Team Level** Math Coach, Academic Coach, share walk-through data with Leadership Team. Data is used to drive lesson planning. Data is used for remediation, pull-outs and push-ins.	1.1. Formative Tests Unit Tests Exams
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 38%	2012 Current Level of Performance:* **32%**	2013 Expected Level of Performance:* **38%**					
	1.2.		1.2.	1.2 **Backward Design** At least four Higher Order Questions will be incorporated into each lesson plan to ensure student engagement in higher order questioning activities. **Action Steps** Leadership team will develop, coordinate and deliver a professional development plan for HOTS.	1.2. **Who** Principal AP Math Coach Academic Coach **How** Walkthroughs Webbs Depth of Knowledge	1.2. **Teacher Level** Include at least 4 HOTS question in lesson plan. Questioning activities are evident in the classroom. **PLC Level** PLC's will reflect on activities/test questions to identify successful practices to guide and enhance student instruction. **Leadership Team Level** Math Coach/SAL shares walkthrough data with the Problem Solving Team	1.2. Common assessments
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check — Who and how will the fidelity be monitored?	Strategy Data Check — How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
~~Rule 6A-1.099811~~ Mathematics Goal #2: ~~Revised July, 2012~~ The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from	2012 Current Level of Performance:* **10%**	2013 Expected Level of Performance:* **12%**		See Goal 1			

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)).

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

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.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 90% to 96%.	2012 Current Level of Performance:* **90%**	2013 Expected Level of Performance:* **96%**		See Goal 1			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 26% to 28%.	2012 Current Level of Performance:* **26%**	2013 Expected Level of Performance:* **28%**		See Goal 1			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Agile Minds	7th grade Math	District	7th grade teachers	9/13/12	Walk throughs	Math Coach
Curriculum Planning	6,7,8 grades Math/ESE	District	6, 7, 8 grade teachers	9/29/12 or 10/27/12	Walk throughs, collection of lesson plans	Math Coach/Academic Coach
Instructional modeling	6,7,8 grades Math	District	6,7,8 grade teachers	10/17/12	Walk throughs, PLC notes	Math Coach
Data Chats with bottom quartile students/subgroups	6,7, 8 grades Math	Math Coach	6,7,8 grade teachers	10/22/12	PLC notes	Math Coach

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. <u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 20% to 26%.	<u>2012 Current Level of Performance:*</u> **20%**	<u>2013 Expected Level of Performance:*</u> **26%**	1.1. Teachers' knowledge base of this strategy needs professional development. Training for this strategy will be rolled out during 12-13 school year. -Training all content area teachers Teachers implementing with fidelity	1.1. Higher Order Thinking: Science teachers will improve the core science curriculum and students' comprehension of science content will increase through participation in higher order thinking/questioning techniques. Science teachers will plan for and implement a variety of questions to challenge students cognitively, to advance high-level thinking and discourse, and to promote metacognition. <u>Action Steps</u> In department and grade level PLC's, science teachers will plan for instruction and assessments, which will include questions at varied cognitive levels, as described in Bloom's Taxonomy, Webb's Depth of Knowledge, Costa's Level of Questioning, etc. as part of the 5E Lesson Plan/Instructional Model	1.1. **Who** -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses **How** -PLC Logs -PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -Walkthrough Form -Admin Walkthroughs looking for SIP Implementation	1.2. **Teacher Level** -Teachers implement HOT Questioning activities in the classroom as evident by walkthroughs, PLC logs, and 5E Lesson Plans **PLC Level** -PLC's reflect on the text-dependent higher order activities to identify successful practices and student learning to guide instruction. **Leadership Team Level** - PLC facilitator/ Subject Area Leader/ Department Heads shares walk-through data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. Formative Tests Unit Tests Exams
			1.2. Teachers implementing with fidelity Teachers' willingness to plan and utilize labs/hands on for instruction.	1.2. 5E Lesson Plan/Instructional Model: Science teachers will utilize the 5E Lesson/Plan Instructional Model (EET Domain 1) to design coherent instruction to increase student learning in science. Within the 5E model, teachers will increase students' engagement through the use of higher order thinking and questioning, hands on inquiry, and frequent checks for understanding. <u>Action Steps</u>	1.2. **Who** -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses **How** -PLC Logs -PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -Walkthrough Form -Admin Walkthroughs looking for SIP Implementation	1.2. **Teacher Level** -Teachers plan common 5E lesson plans in PLC's **PLC Level** -PLC's discuss curriculum and share lesson plans -PLC's track pacing of the curriculum **Leadership Team Level** -PLC facilitator/ Subject Area Leader/ Department Heads shares walkthrough data with the Leadership Team. -Data is used to drive teacher support.	1.2. Common Assessments
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1. See Goal 1	2.1.	2.1.	2.1.

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
Curriculum Planning	6,7,8 grades Science	SAL	6, 7, 8 grade teachers	Monthly	Walk throughs, collection of lesson plans	SAL/Academic Coach/ Administrator
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	6-8/All subjects	Reading Coach District Resource Teacher PLC Facilitator	All teachers school-wide	Rolling In-Service during teacher conference periods.	Problem Solving/Reading Leadership Team will monitor implementation of strategy using classroom walk-throughs.	Problem Solving/Reading Leadership Team

End of Science Goals

<u>Writing/Language Arts Goals</u>

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 3.0 or higher in writing.			1.1. - Students struggle with understanding the structure of a body paragraph -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing - Not all teachers know how to review student writing to determine trends and identify needs - PLC meetings and teacher/coach conferences reveal a need for teacher support in instructing students how to write a body paragraph -All teachers need to training to score student writing accurately during the 2012-2013 school year using information provided by the state	1.1. Students' use of mode-specific writing will improve through use of daily instruction with a focus on mode-specific writing **ACTION STEPS** Based on baseline data, PLC's write SMART goals for each grading period. (For example, during the second grading period, 50% of students will score a 4.0 or above on the end of the grading period writing prompt.) *Plan* -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing - Using data to identify trends and drive instruction - Lesson planning based on the needs of students *DO* Literacy Coaches/administration will collaborate to develop a site based writing instruction plan that focuses on fully-elaborated body paragraphs using complete sentences and academic voice. - In district trainings and within PLC's, teachers and coaches will attend ongoing trainings/professional development in order to support the site-based writing instruction plan that focuses on fully elaborated body paragraphs using complete sentences and academic voice - According to the site-based writing instruction plan, teachers will implement instruction on fully-elaborated body paragraphs using complete sentences and academic voice as evident by walkthroughs, student work samples and PLC logs. The purpose of the student samples is to help drive future writing instruction. *CHECK*	1.1. WHO - School Writing Resource Teacher - Principal/APC -Academic Writing Coach -District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRT's) HOW -Classroom walkthrough Observation form -Student work samples - PLC logs	1.1. - Grade level/course specific PLC's write SMART goals for the upcoming fully-elaborated body paragraph within an essay - Conferencing while writing walk-through tool (for coaches) - Data will be analyzed during PLC's to identify the patterns of strengths and weaknesses demonstrated by students in their fully-elaborated body paragraphs using complete sentences and academic voice Results will be used to drive future instruction	1.1. -Student portfolios - Student daily drafts - Student revisions
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 70% to 76%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	**76%**					
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012							

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Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring	6-8	PLC facilitators and Academic Coaches	Language Arts Teachers PLC- grade level	On-going	PLC logs turned into administration	Academic Coach
Springboard Pacing	6-8	PLC facilitators Academic Coaches	Language Arts Teachers PLC –grade level	On-going	Administration or Coach walkthroughs - PLC logs turned into administration	Academic Coach
Rubric Training	6-8	PLC facilitators Academic Coaches	Language Arts Teachers PLC –grade level	On-going	Administration or Coach walkthroughs - PLC logs turned into administration	Academic Coach

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: 1. The attendance rate will increase from 91.84% in 2011-2012 to 92.84% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 5%.	2012 Current Attendance Rate:* **91.84%** 2012 Current Number of Students with Excessive Absences (10 or more) **193** 2012 Current Number of Students with Excessive Tardies (10 or more) **61**	2013 Expected Attendance Rate:* **92.84%** 2013 Expected Number of Students with Excessive Absences (10 or more) **173** 2013 Expected Number of Students with Excessive Tardies (10 or more) **57**	1.1. Teachers monitoring attendance. Teachers contacting parents and beginning the attendance intervention form. Tracking students with attendance concerns.	1.1. Resource teacher /SSW will initiate attendance intervention form after a student has accumulated 5 unexcused absences. Action Steps: Teachers will turn in their intervention forms to their grade level counselor monthly to the set attendance meeting The Attendance Committee collaborate at the attendance meeting to assure that teachers are documenting interventions on the intervention forms and determine if further action is necessary. Post attendance meeting, Grade level counselors will contact parent/guardian of students identified to discuss attendance procedures/status of each student After 10 absences, the grade level counselor and social worker will make phone call to parent/guardian, then home visit if necessary. If 15 or more unexcused absences are documented, and all interventions have failed to resolve attendance problem, A CST meeting will be held to consider further appropriate action.	1.1. **Who** Resource Teacher SSW PSLT Principal AP **How** Monthly at Attendance Meetings and PSTL Meetings	1.1. Completed invention forms Decrease of absenteeism Placing chronic students on CST agenda for movement to SSW intervention	1.1. IPT data (monthly) Attendance rates (monthly) Students' grades (grading period)
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.2.	1.2. A school –wide intervention for tardies/absences will be implemented using a mystery dot incentive in the homeroom classes Action Steps: Students who consistently exhibit high rates of absenteeism/tardies will be identified by the attendance committee. When the student signs in	1.2._ **Who** Resource Teacher SSW PSLT Principal AP **How** Monthly at Attendance Meetings and PSTL Meetings	1.2. Completed invention forms Decrease of tardiness	1.2. IPT data (monthly) Attendance rates (monthly) Students' grades (grading period)

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
EdConnect training	6-8 gr/All grades	Resource teacher	School wide	September 2011	Monitor attendance referrals Monitor attendance rates Monitor student tardiness	Administrator Resource teacher SSW Guidance Counselors
Attendance Referral training	6-8 gr/All grades	Resource teacher	School wide	September 2011	Monitor attendance referrals Monitor attendance rates Monitor student tardiness	Administrator Resource teacher SSW Guidance Counselors

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: 1. The total number of In-School Suspensions will decrease by 10%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 3. The total number of Out-of-School Suspensions will decrease by 10%. 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of In –School Suspensions **411** 2012 Total Number of Students Suspended In-School **218** 2012 Number of Out-of-School Suspensions **618** 2012 Total Number of Students Suspended Out- of- School **262**	2013 Expected Number of In- School Suspensions **369** 2013 Expected Number of Students Suspended In -School **196** 2013 Expected Number of Out-of-School Suspensions **556** 2013 Expected Number of Students Suspended Out- of-School **235**	1.1. Teacher buy-in Neighborhood issues that impact the school day	1.1. The Behavior Specialist or Student Intervention Specialist will meet with targeted students in small groups and individual sessions bi-weekly. Action Steps: Target groups are identified through 2012/13 suspension/referral data, as well as students receiving 3or more referrals during the 2012/13 school year. Support plan will be developed to assist targeted students. PLST will meet monthly to review summary reports on targeted students	1.1. **Who** Resource Teacher SSW PSLT Principal AP **How** Weekly Administrative Staff Meetings Monthly PSLT meetings	1.1. Decreased student referrals Decreased student the number of students who PSLT review all discipline data PSLT review data on conduct grades	1.1. Mainframe data Reports on Demand E-reports
			1.2. Same	1.2. A school-wide positive behavior plan will be incorporated Students who receive a conduct grade of A, B, and C will get an incentive. Action Steps: Students who qualify will receive a monthly incentive in class, attend grade level and school wide incentive. The PSLT will meet to determine if incentive is effective	1.2. **Who** Resource Teacher SSW PSLT Principal AP **How** Weekly Administrative Staff Meetings Monthly PSLT meetings	1.2. Decreased student referrals Decreased student the number of students who PSLT review all discipline data PSLT review data on conduct grades	1.2. Mainframe data Reports on Demand E-reports
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.3. Same	1.3. To increase student achievement, teacher support through CHAPMS for classroom management will be utilized. Action Steps: Development of classroom management plans. Fidelity checks bi-monthly	1.3. **Who** Resource Teacher SSW PSLT Principal AP **How** Weekly Administrative Staff Meetings	1.3. Decreased student referrals Decreased student the number of students who PSLT review all discipline data PSLT review data on conduct grades	1.3. Mainframe data Reports on Demand E-reports

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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
CHAMPs training	6-8 gr/All subjects	AP / District	School wide	August 2012	Bi-weekly fidelity checks	Administrative staff

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
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 <u>Health and Fitness Goal #1:</u> During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 33% on the Pretest to 43% on the Posttest. Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.	<u>2012 Current Level :*</u> **33%** <u>2013 Expected Level :*</u> **43%**	1.1. Students not dressing out. Students lack of willingness to participate. Schedule changes Student apathy towards testing	1.1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8.	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule
		1.2.	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team. *Schools can personalize this objective by listing initiatives that the HEART team will implement.* Use of Spark strategies to incorporate fitness in classroom activities.	1.2 H.E.A.R.T. team	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health
		1.3.	1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.3. Physical Education Teacher	1.3. Classroom walk-throughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Spark training	6-8 gr / PE	PE Coaches	PE Department	Monthly PLC meetings	Classroom walk throughs Lesson Plans	Principal AP

Continuous Improvement Goal(s)

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

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

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 teachers who strongly agree with the indicator that "teachers are trained to understand data in the classroom, use data to evaluate effectiveness of instruction, communicate assessment results to students, and performance monitored (under Documentation and Using Results)" will increase from 39.1% in 2012 to 49.1% in 2013.	2012 Current Level :* **39.1%**	2013 Expected Level :* **49.1%**	1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.	1.1 Subject Area Leader will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal Leadership Team Subject Area Leaders How Leadership team aggregates the data	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach
			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)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 53% to 56%.	2012 Current Percent of Students Proficient in Listening/Speaking: **53%**	-Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -ELLs varying home language in one classroom -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/speaking. -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from data binders.	Who -School based Administrators -ESOL Aide -ESOL Resource Teachers - Academic Coaches How -Administrative walkthrough -PLC Logs	Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Resource teachers will monitor ELL students' progress with word recognition and fluency. Resource teachers will create opportunities for ELL students to orally practice speaking skills and listening skills.	-FAIR -CELLA
.		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: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 20% to 22%. **Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012**	2012 Current Percent of Students Proficient in Reading : **20%**	-Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -ELLs varying home language in one classroom	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. Action Steps	Who -School based Administrators -ESOL Aide -ESOL Resource Teachers - Academic Coaches How -Administrative walkthrough -PLC Logs	Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLCs reflect on lesson outcomes and data used to drive future instruction. For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level	-FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance

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NEW Math Florida Alternate Assessment Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
			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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

NEW Science Florida Alternate Assessment Goal

Elementary, Middle <mark>and High</mark> Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: No data: limited number of students	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:* **N/A**	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

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: No data: Limited number of students	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement / expand inquiry based learning in math, science, and CTE electives. (science fair)	1.1. Covering benchmarks without teaching science process in isolation	1.1. Offer science fair help sessions before and after school during student lunches.	1.1. Use of judging rubric by both outside judging team and classroom teacher	1.1. Rubric will be used by both independent judging team and the classroom teacher	1.1. Rubric Completed research plan Completed report template Completed log template
	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
HOT	6,7,8 science	Reading Coach	Science teachers	October 2012	Problem Solving/Reading Leadership Team will monitor implementation of strategy using classroom walk-throughs.	Reading Coach Administration
Classroom Management	6,7,8 science	District/ Independent	Science teachers	Ongoing	Problem Solving/Reading Leadership Team will monitor implementation of strategy using classroom walk-throughs.	Principal APs PSLT
Hands on implementation	6,7,8 science	SAL	Science teachers	Ongoing	Classroom Walkthroughs 5E Lesson Plans	SAL Principal APs

End of STEM Goal(s)

<u>NEW Career and Technical Education (CTE) Goal(s)</u>

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**
<u>CTE Goal #1:</u> Sustain / increase the enrollment number of students in a CTE course from 97 students in 2012-2013 to107 students, which is a 10% increase in 2013-2014.	1.1. Students with low reading scores can not take high school credit courses. Limited technology	1.1. Recruit 6th graders during their experiential phase of the course. Track / recruit 7th graders into 8th grade course / high school credit course.	1.1. Business Teacher AP	1.1. Course selection for 6th graders in January 2012 2013-2014 course selection for 7th graders	1.1. Total number of students enrolled for the 2013-2014 school year.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking	6-8 grades	District	Instructor	September 2012	PLC Log Lesson Plans	AP Principal
Microsoft IT Academy	6-8 grades	District	Instructor	August 2012	Lesson Plans	AP Principal

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.

☒ 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
Snacks			
Grade Level Grants			
Technology			
Teacher Grants			
Final Amount Spent			