

FLORIDA DEPARTMENT OF EDUCATION

2012-2013 Updated November 8, 2012

Hillsborough 2012
 Rule 6A-1.099811
 Revised November 8, 2012

1

School Improvement Plan (SIP)

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

PART I: SCHOOL INFORMATION

School Name: Dowdell Middle Magnet	District Name: Hillsborough
Principal: Roger Stanley	Superintendent: MaryEllen Elia
SAC Chair: Amanda Bedford	Date of School Board Approval: Pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) [Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.) [High School Feedback Report](#)
[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

List your school's highly effective 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)

P
r
i
n
t
e
d
b
y
R
o
g
e
r
S
t
a
n
l
e
y

A
s
s
s
s
t
a
n
t
r
i
n
c
i
p
a
l

Robert
Stingone 4

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

<p>A s s i s t a n t Stacey Schlarba um i n c o o r d i n a t e d</p>	<p>1 6 6 C</p>					
---	----------------------------	--	--	--	--	--

--	--	--	--	--	--	--	--

Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012 2

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

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)

<p>R e Am hda Bedfo d v</p>	<p>B S E e n n n y E H n s l D n E e n e n n y E H n s l D n S S % C D S C D</p>				
---	--	--	--	--	--

	S H	%				
	R S H	C				
	M S H	D B				
	E S D L	%				
	M	C				
	S S D S D S H					
	S S D S H					

	E H S n s n s D n L s H s n D M A E H s n D n T s s n D				
--	--	--	--	--	--

Ehern ofsky e n c e	o g y 2 E C				
------------------------------------	----------------------------	--	--	--	--

	<p>G n s 1 4 § s s n s s 5 0</p>				
	<p>G r s h M 1 n s n 1 s s s 5 0</p>				

<p>M A S S C H U S E T S C H O L A R S C O L L E G E B O A R D A C T I V I T Y R E P O R T M A R C H A P T E R I I I M E M O R I A L P A R T I C I P A N T S A N D O T H E R M E M B E R S O F T H E C O L L E G E B O A R D O F M A S S C H U S E T S C H O L A R S C O L L E G E</p>	<p>M A S S C H U S E T S C H O L A R S C O L L E G E B O A R D A C T I V I T Y R E P O R T M A R C H A P T E R I I I M E M O R I A L P A R T I C I P A N T S A N D O T H E R M E M B E R S O F T H E C O L L E G E B O A R D O F M A S S C H U S E T S C H O L A R S C O L L E G E</p>	<p>M A S S C H U S E T S C H O L A R S C O L L E G E B O A R D A C T I V I T Y R E P O R T M A R C H A P T E R I I I M E M O R I A L P A R T I C I P A N T S A N D O T H E R M E M B E R S O F T H E C O L L E G E B O A R D O F M A S S C H U S E T S C H O L A R S C O L L E G E</p>	<p>M A S S C H U S E T S C H O L A R S C O L L E G E B O A R D A C T I V I T Y R E P O R T M A R C H A P T E R I I I M E M O R I A L P A R T I C I P A N T S A N D O T H E R M E M B E R S O F T H E C O L L E G E B O A R D O F M A S S C H U S E T S C H O L A R S C O L L E G E</p>	<p>M A S S C H U S E T S C H O L A R S C O L L E G E B O A R D A C T I V I T Y R E P O R T M A R C H A P T E R I I I M E M O R I A L P A R T I C I P A N T S A N D O T H E R M E M B E R S O F T H E C O L L E G E B O A R D O F M A S S C H U S E T S C H O L A R S C O L L E G E</p>	<p>M A S S C H U S E T S C H O L A R S C O L L E G E B O A R D A C T I V I T Y R E P O R T M A R C H A P T E R I I I M E M O R I A L P A R T I C I P A N T S A N D O T H E R M E M B E R S O F T H E C O L L E G E B O A R D O F M A S S C H U S E T S C H O L A R S C O L L E G E</p>
--	--	--	--	--	--

	3				
	n	C			
	3	0			
	n	3			
	1	0			
	7	0			
	E	7			
	h	2			
	n	%			
	3	C			
	1				
	0				
	n				
	K				
	2				
	M				
	1				
	n				
	2				
	n				
	1				
	3				
	4				
	5				
	0				

	B A E n s n l s M E h C n n m n s n s o n C					
--	--	--	--	--	--	--

<p> beth Den iar- Babin n g </p>					
---	--	--	--	--	--

	D 1 1				
	B D 1 1				
	C S 1 1				
	D 1 1				
	N 1 1				
	D 1 1				
	W 1 1				
	D S 1 1				
	D S 1 1				

--	--	--	--	--	--

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 3

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

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)
<p style="text-align: center;">T e a c h e r D i s t r i c t s t a f f D a y</p>	<p style="text-align: center;">J u n e</p>		

<p>3 D i s t r i c t M e n t o r P r o g r a m</p> <p>District Mentors</p>	<p>C o n t e n t</p>		
<p>4 D i s t r i c t P e e r P r o g r a m</p> <p>District Peers</p>	<p>C o n t e n t</p>		

<p>Principal</p>			
------------------	--	--	--

<p>6</p> <p>Principal</p>	<p>88 H. C. H. O.</p>		
---------------------------	-----------------------	--	--

<p style="text-align: center;">7</p> <p style="text-align: center;">R e g i s t e r e d i t i o n a l P r i n c i p a l C o o r d i n a t o r</p>	<p style="text-align: center;">C o o r d i n a t o r</p>		
---	--	--	--

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Depending on the needs of the teacher, one or more of the following strategies are implemented.

Administrators

Meet with the teachers four times per year to discuss progress on:

- Preparing and taking the certification exam
- Completing classes need for certification
- Provide substitute coverage for the teachers to observe other teachers
- Discussion of what teachers learned during the observation(s)

Academic Coach

- The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis

Subject Area Leader/PLC

- The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 4

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

Please complete the following demographic information about the instructional staff in the school. percentage represents (e.g., 70% (35)).

When using percentages, include the number of teachers the

Total Number % of First-Year % of Teachers

% of Teachers with 6-14 Years of Experience

% of Teachers with 15+ Years of Experience

% of Teachers with Advanced Degrees

% Highly % Reading

% National %

of Instructional
Staff Experience

Qualified Teachers

Endorsed Teachers

Board Certified Teachers

ESOL Endorsed Teachers

Teachers

with 1-5 Years of

353%17%57%23%40% 20%6%26% (1) (6) (20) (8) (14) (7) (2) (9)

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

(District EET Mentor) Wendy White - First Year Teacher

(District EET Mentor) Jenna McKenna – Second Year Teacher

(District EET Mentor) Brooke Carlton – Second Year Teacher

(District EET Mentor) Dawn Brown *(District EET Mentor)* Tasha Henry

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

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.

Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Weekly visits to include modeling, co- teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

5

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

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.

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 6

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

Adult Education

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

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

School-Based MTSS/Rtl Team

Identify the school-based MTSS Leadership Team.

Middle/High

The Leadership team includes:

- 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 teacher
 - Subject Area Leaders (Middle)
 - Team Leaders (Middle)
 - SAC Chair
 - ELP Coordinator
 - ELL Representative
 - Attendance Committee Representative
- (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?

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 7

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

<p><i>Elementary/Middle/High</i></p> <p>The Leadership team meets monthly. Specific responsibilities include:</p> <ul style="list-style-type: none"> ● 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 Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
 - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
 - Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
 - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
 - Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

Elementary/Middle/High

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 8

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

- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation) 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas— curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
 - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:

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

MTSS Implementation

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

Elementary Middle/High

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 tests

School Generated Excel Database

Reading Coach/Math Coach/Science Coach/Writing Coach,AP

Baseline and Midyear District Assessments

Scantron Achievement Series Data Wall

Leadership Team, PLCs, individual teachers

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 9

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

District generated assessments from the Office of Assessment and Accountability

(Name the assessments)

Scantron Achievement Series Data Wall

Leadership Team, PLCs, individual teachers

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science

Scantron Achievement Series Data Wall

PLC Logs

Leadership Team, PLCs, individual teachers

Reading Coach */Reading* PLC Facilitator

FAIR

Progress Monitoring and Reporting Network Data Wall

CELLA

Sagebrush (IPT)

ELL PSLT Representative

Teachers' common core curriculum assessments on units of instruction/big ideas.

(What classes/courses will your Leadership Team monitor? PLC monitor?)

Ed-Line
PLC Database PLC logs
Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
Reports on Demand/Crystal Reports
District Generated Database
Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
--------------------	-----------------	--

E
x
t
e
n
d
e
d

L
e
a
r
n
i
n
g

P
r
o
g
r
a
m

(
E
L
P
)
*

(
s
e
e
b
e
l
o
w
)
O
n
g
o
i
n
g

P
r
o
g

Can Learn gradebook.

r
e
s
s
M
o
n
i
t
o
r
i
n
g
(
m
i
n
i
-
a
s
s
e
s
s
m
e
n
t
s
a
n
d
o
t
h
e
r
a
s
s
e
s
s
m
e
n
t
s
f
r
o

e
a
d
e
r
s
h
i
p
T
e
a
m
/
E
L
P
F
a
c
i
l
i
t
a
t
o
r

m
a
d
o
p
t
e
d
c
u
r
r
i
c
u
l
u
m
r
e
s
o
u
r
c
e
m
a
t
e
r
i
a
l
s
)
A
l
l
p
r
o
g
r
a
m
s
,
e
x
c
e

p
t
M
a
t
h
,
w
i
l
l
u
s
e
A
v
e
n
t
a
.
M
a
t
h
w
i
l
l
u
s
e
I
C
a
n
L
e
a
r
n
.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D i f f e r e n t i a t e d m i n i a s s e s s m e n t s b a s e d o n c o r r e c t u r r i c u l u m a</p> <p>Individual teacher data base PLC/ Department data base</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">I n d i v i d u a l T e a c h e r s / P L C s</p>	
--	--	--

s
s
e
s
s
m
e
n
t
s
.

--	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> O n g o i n g a s s e s s m e n t s w i t h i n I n s i v e C o u r s e s (M i d d l e / H i g h </p> <p> Database provided by course materials (for courses that have one), School Generated Database in Excel </p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> L e a d e r s h i p T e a m / P L C / I n d i v i d u a l T e a c h e r s </p>	
---	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">) O t h e r C u r r i c u l u m Edline B a s e d M e a s u r e m e n t </p>	<p style="text-align: center;"> School Generated Database in Excel </p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> L e a d e r s h i p T e a m / P L C s / I n d i v i d u a l T e a c h e r s </p>		
---	---	---	--	--

<p>R e s e a r c h - b a s e d C o m p u t e r - a s s e s s m e n t s I n s t r u c t i o n a l P r o g r a m s</p> <p>Assessments included in computer-based programs</p>	<p>P L C s / I n d i v i d u a l T e a c h e r s</p>	
---	--	--

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

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 10

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

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

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders

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

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 11

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

principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

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

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification *Grades 6-12 Only Sec. 1003.413 (b) F.S

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

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

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

The reading coach is required 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

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 12

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

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.

PART II: EXPECTED IMPROVEMENTS Reading Goals

SIP Goal 1	The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 31% to 34%.
SIP Goal 2	The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 12% to 15%.
SIP Goal 3	Points earned from students making learning gains on the 2013 FCAT Reading will increase from 51 points to 54 points.
SIP Goal 4	Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 57 points to 60 points.
SIP Goal 5	In grades 6-8, % of the Black, Hispanic and Economically Disadvantaged All Curriculum student subgroups will score a Level 3 or higher on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10% - Safe Harbor Targets: Black: 33% Hispanic:) 33% White: 45% Economically Disadvantaged: 35% ELL: 23% SWD: 18%

**Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012 13**

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

1. Strategy/Task/Action

Students reading, writing, language, and listening/speaking skills will improve through implementation of core curriculum with fidelity. Teachers will implement the Plan-Do-Check-Act to strengthen core curriculum. Teachers will meet a minimum of 2 times per month in PLCs and will be monitored using a log to plan collaboratively.

Person(s) Responsible Teacher Progress Monitoring Tools

Curriculum Walkthroughs Amanda Bedford PLC walkthroughs
Teacher reflection/artifacts

Student Progress Monitoring Tools

FAIR, Voyager Benchmark, Read180 SRI, Academy of Reading benchmark

Starting Date

9/1/12

Projected Date of Completion

6/2013

Date of What is the evidence of task implementation? What are areas of growth and/or What are the next steps? Review (For student data, disaggregate SWD and ELL data.) concern? Why are they happening?

2. Strategy/Task/Action

The school-based Reading Coach/SAL provides planning, modeling, co-teaching, coaching cycle, conferencing with targeted teachers to ensure the fidelity of implementation of choosing complex text and implementation of Active Reading Strategies.

Person Responsible

Amanda Bedford

Date of Review

Teacher Progress Monitoring Tools

Coaching Logs
Teacher Reflection/artifacts. Teachers will have a chart to track each FCAT 2.0 Benchmark mastery completion date. Teacher will report the date the FCAT 2.0 benchmark was mastered with 80% accuracy via classroom curriculum (which is at invention level) and 80% using grade level text.

Student Progress Monitoring Tools

FAIR, Voyager Benchmark, Read180 SRI, Academy of Reading benchmark

Starting Date

9/1/12

Projected Date of Completion 6/2013

What is the evidence of task implementation? What are areas of growth and/or concern? What are the next steps? Why are they happening?

9/30 At POWER PLC each teacher signed up for a walkthrough. Based Students retained the strategies over After coaching cycle, conduct

on the ten walkthroughs coaching cycles were established with three teachers.

**Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012**

the summer.

follow up walkthrough for comparison.

14

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

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

w				
o				
e				
n				
o				
n				
o				
e				
h				
n				
o				
n				
g				
n				
w				
l				
k				
n				
o				
n				
g				
n				
g				
n				
h				
n				
h				
e				
o				
e				
e				
h				
e				

--	--	--	--	--

--	--	--	--	--

<p>Teacher Progress Monitoring Tools</p> <p>Core Curriculum Assessment</p> <p>Walk through data</p> <p>Coaching logs</p>				
--	--	--	--	--

Date of Review	What is the evidence of task implementation?		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 15

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

4. Strategy/Task/Action

Students' reading comprehension improves when students are engaged in close reading strategies in order to grapple and understand complex text. The Reading Coach will support the implementation of close reading strategies across all content areas through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach meets with the principal to review log and to develop a short term action plan.

Person(s) Responsible Teacher Progress Monitoring Tools

Curriculum Walkthroughs Amanda Bedford Teacher reflection/artifacts

Student artifacts Coach log

Student Progress Monitoring Tools

FAIR

Curriculum assessment

Starting Date

11/7/12

Projected Date of Completion

6/2013

Date of What is the evidence of task implementation? What are areas of growth and/or What are the next steps? Review (For student data, disaggregate SWD and ELL data.) concern? Why are they happening?

Reading Professional Development

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

PD Content /Topic and/or PLC Focus

Lunch and Learn

Power PLC – Reading strategies

Differentiated Instruction

Grade Level/Subject

6-8

6-8 6-8

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

PD Facilitator and/or PLC Leader Whole school

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

Reading Coach

Power PLC

Classroom walk-throughs Optional peer teacher observations

Person or Position Responsible for Monitoring

Lunch and Learn

Power PLC – Reading strategies

Administration Team Instructional Coaches Subject Area Leaders

16

Bi-Monthly Provides Research and small group explanation of reading strategies

Social Studies, Reading, Bi-Monthly Teachers learn, implement and plan

Language Arts, Electives

-Subject Area Leaders All teachers -On-going

with each on using reading strategies`.

-Course specific PLC Facilitators -Reading Coach

Faculty Professional Development and on-going PLCs

-Demonstration classrooms

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

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

The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12) Identifying and Creating Text- Dependent Questions to Deepen Reading Comprehension (K-12)

Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)

End of Reading Goals

Grades 6-8

Grades 6-8

Grades 6-8

Reading Coach and All teachers On-going

Classroom walkthroughs

Classroom walkthroughs

Classroom walkthroughs

Administration Team Instructional Coaches Subject Area Leaders

Administration Team Instructional Coaches Subject Area Leaders

Administration Team Instructional Coaches Subject Area Leaders

Subject Area Leaders

Faculty Professional Development and on-going PLCs

Reading Coach and All teachers On-going

Subject Area Leaders

Faculty Professional Development and on-going PLCs

Reading Coach and All teachers On-going

Subject Area Leaders

Faculty Professional Development and on-going PLCs

PART II: EXPECTED IMPROVEMENTS Elementary or Middle School Mathematics Goals

SIP Goal 1 The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 40% to 43%.

SIP Goal 2 The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 12% to 15%.

SIP Goal 3 Points earned from students making learning gains on the 2013 FCAT Math will increase from 65 points to 68 points.

SIP Goal 4 Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 74 points to 77 points.

SIP Goal 5 In grades 6-8, % of the Black, Hispanic and Economically Disadvantaged All Curriculum student subgroups will score a Level 3 or higher on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10% -

Safe Harbor Targets:

Black: 40% Hispanic: 46% White:51%

Economically Disadvantaged: 28%

ELL: 31% SWD: 28%

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

17

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

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

	S H e n D o g g e s S M D n e D n g T D D S D D g e s D n C s M D				
--	---	--	--	--	--

Progress
Monitoring
Tools
Curriculum-
Based
Measurements
Progress
Monitoring
Assessments
Common
Core
Assessments
Nine Week
Assessments
Semester
Exams
FCAT
EOC
M
R
T
C
N

--	--	--	--	--

Date of Review	What is the evidence of task implementation? (For student data, disaggregate SWD and ELL data.)		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

<p>2</p> <p>S</p> <p>t</p> <p>r</p> <p>a</p> <p>t</p> <p>e</p> <p>g</p> <p>y</p> <p>T</p> <p>a</p> <p>s</p> <p>k</p> <p>A</p> <p>c</p> <p>t</p> <p>D</p> <p>n</p> <p>T</p> <p>e</p> <p>a</p> <p>c</p> <p>n</p> <p>e</p> <p>s</p> <p>w</p> <p>n</p>				
--	--	--	--	--

--	--	--	--	--

<p> P e r s o n n e l l e m e n t i s s e s A n d m y n e w s T e a c h e r P r o g r e s s </p>	<p> S t r u c t u r e o f c o u r s e o n M o n i t o r i n g S t r u c t u r e o f c o u r s e o n R e s o u r c e s o n S t r u c t u r e o f c o u r s e o n T e a c h e r P r o g r e s s o n D o c u m e n t a t i o n </p>			
--	--	--	--	--

<p>Monitoring Tools Curriculum-Based Measurements ✓ County and Core Assessments ✓ Monitoring Charts R e s o u r c e s T e s t i n g C o u n t y a n d C o r e a s s e s s m e n t s M o n i t o r i n g C h a r t s</p>				
---	--	--	--	--

Date of Review	What is the evidence of task implementation?		What are areas of growth and/or	What are the next steps?
	concern? Why are they			

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 18

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

End of Elementary or Middle School Mathematics Goals

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

Algebra EOC Goals

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

Alg1. Students scoring proficient/satisfactory performance in Algebra (Levels 3-5).

Algebra Goal #1: 2012 Current 2013 Expected Level of Level of

The percentage of Performance: Performance: students scoring a **75% 78%** Level 3 or higher on the 2013 Algebra

EOC will increase from 75% to 78%.

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:

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.

Algebra Goal #2: 2012 Current 2013 Expected Level of Level of

Problem-Solving Process to Increase Student Achievement
Anticipated Barrier Strategy Fidelity Check Strategy Data Check

Student Evaluation Tool

1.1.

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

1.1. 1.1. 1.1. 1.1.

See Goals 1, 2,

2. 1.2. 1.2. 1.2. 1.2.

3. 1.3. 1.3. 1.3. 1.3. 1.3.

Anticipated Barrier Strategy Fidelity Check Strategy Data Check

1.2.

Student Evaluation Tool

2.1.

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

2.1. 2.1. 2.1. 2.1.

See Goals 1, 2,

Performance: Performance:

18% 21%

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC

19

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

will increase from 18% to 21%.

End of Algebra EOC Goals

2.2. 2.3

2.2. 2.3

2.2. 2.3

Date of PD Or

PLC Meeting Schedule October 8

October 10 October 11

2.2. 2.3

2.2. 2.3

Mathematics Professional Development

PD Content/Topic Grade level PD Participants Or (Whole school,

Expected Outcome Strategy for

PLC Focus

Think Through Math 6 - 8 MYLIVE PD 6 - 8

CCSS SpringBoard 6 - 8

End of Mathematics Goals

department, grade level...) Department

Math Department Math Coach

of PD

Monitoring and Person Responsible for Monitoring

Alternate ways to Mr. Okegbola

promote student achievement Expand teacher instructional tools, thus increasing student achievement Training on Common Core Standards, Math Practices in SpringBoard

Mrs. Warren, Math Coach

Math Teachers

Math Coach

PART II: EXPECTED IMPROVEMENTS

Elementary and Middle School Science Goals

School Improvement: Strategy and Problem Solving Model

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

20

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

SIP Goal 1	The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 23% to 26%.
SIP Goal 2	The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 3% to 6%.

S t r a t e				

Task Acceptance
C
P
W

--	--	--	--	--

1	2	3	4	5
---	---	---	---	---

--	--	--	--	--

W i t t e n r e e d b a c k .					
---	--	--	--	--	--

<p>Handwritten text in a cursive script, possibly a list or account entry, spanning the entire height of the first column.</p>				
--	--	--	--	--

Progress Monitoring
Tools- PLC log
(electronic or hard copy)

--	--	--	--	--

--	--	--	--	--	--

Date of Review	What is the evidence of task implementation? (For student data, disaggregate SWD and ELL data.)		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012 21
2012-2013 School Improvement Plan (SIP)-Form SIP-1

		extensive. There is no specific PLC for the IPS teacher.					
--	--	--	--	--	--	--	--

<p>2. Strategy/Task/Action-One-on-One Support</p> <p>Site Science Coach and OT/G Coach to meet with each individual teacher to determine support system needed which includes effective step</p>							
---	--	--	--	--	--	--	--

<p>-by-step planning, modeling, co-teaching, post-conferencing.</p> <p>Topics for this support will focus on engagement and teacher/student questioning.</p>							
--	--	--	--	--	--	--	--

Person Responsible OTG coach – M. De twiler, Site coach – D. Chernofsky	Teacher Progress Monitoring Tools Site coach log/ notes, observation documentation, Students -Doing- Science weekly form.	Student Progress Monitoring Tools benchmarks, tests, district exams	Starting Date 8/14/2012 Projected Date of Completion ongoing until end of school year 2013.				
	Date of Review			What is the evidence of task implementation?		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

	<p>Teacher's class coverage has been extensive. Student's - Doing- Science form has not been universal accepted by teachers. Extensive coaching (including modeling and co-teach) with 6th gr subs/ass't teachers sub – 16 days – several times a day. Planning & needs/ discussion with the</p>	<p>Teacher's class coverage has been extensive. Student's - Doing- Science form has not been universal accepted by teachers. Extensive coaching (including modeling and co-teach) with 6th gr subs/ass't teachers sub – 16 days – several times a day. Planning & needs/ discussion with the</p>	<p>Consistent class observations by site coach will begin 10/15/2012 school schedule and imposed responsibilities permit. Acceptance of SIP may expect</p>			
--	--	--	--	--	--	--

<p>11/ 201 2</p>	<p>2 of three 8th gr teachers 8x, 1 8th gr teacher 3x, brief observati on of 2 of three 8th gr teachers (9/27), Planning and needs/ issues discussio n with 2 of three 7th gr teachers 4 x, brief observati on of 2 of three 7th gr teachers (9/27), Planning /needs/ issues discussio n with 6th gr teacher (there is only 1 permane nt 6th gr teacher) 4x -1 co-teach, 1 brief observati on (9/27). OTG coach met with IPS teacher extensive</p>	<p>scho ol day has been alloc ated to supportin g substitut e in 6th grad e sci class to mai ntain control of class es and to keep stud ents in such on trac k acad ally. OTG coach time at Dowdell is limit</p>	<p>dite consist teacher use of Stud ent's Doin g- Scie nce form in lieu of teach her contr act limit ation of requ iring teach ers to sub mit writt en form al lesso n plan s. Core ally. Pelotquin is sche dule d to plan with and mod el in</p>			
--------------------------	--	--	---	--	--	--

	ly and all others 3 times (7/7 teachers.)	ed. OT G coac h repo rts that IPS teac her may not be utili zing curri culu m day- by day cale ndar as she is two wee ks behi nd whe re she shou ld be.	class roo ms 10/29 – 10/30. Prov ide IPS teac her with curri culu m day- by day paci ng cale ndar .				
--	---	---	---	--	--	--	--

3. Strategy/Task/Action - Teachers in the Classroom

During the lesson, teachers will use inquiry based activities (EET Rubric, 1b, 3b, 3e). During the lesson, teachers successfully engage all students in

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 22

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

h e d					
-------------	--	--	--	--	--

s c u s s i o n (E E T R u b r i c l b . 3 b . 3 e) . S t u d e n t s f o r m u l a t e m a				
---	--	--	--	--

*n
y
o
f
t
h
e
h
i
g
h
-
l
e
v
e
l
q
u
e
s
t
i
o
n
s
a
n
d
e
n
s
u
r
e
t
h
a
t
a
l
l
v
o
l
u
m
e
s*

*e
s
a
r
e
h
e
a
r
d
.
(
E
E
T
R
u
b
r
i
c
3
b
)
.
S
t
u
d
e
n
t
s
a
r
e
p
r
o
v
i
d
e
d
w
i*

<p><i>t</i> <i>h</i> <i>o</i> <i>p</i> <i>p</i> <i>o</i> <i>r</i> <i>t</i> <i>u</i> <i>n</i> <i>t</i> <i>t</i> <i>e</i> <i>s</i> <i>t</i> <i>o</i> <i>r</i> <i>e</i> <i>r</i> <i>y</i> <i>e</i> <i>c</i> <i>t</i> <i>o</i> <i>n</i> <i>c</i> <i>y</i> <i>a</i> <i>s</i> <i>s</i> <i>r</i> <i>o</i> <i>o</i> <i>m</i> <i>a</i> <i>c</i> <i>t</i> <i>i</i> <i>v</i> <i>i</i> <i>t</i> <i>e</i> <i>s</i> <i>.</i> <i>d</i> <i>i</i></p>				
--	--	--	--	--

s
c
u
s
s
i
o
n

a
n
d

d
i
s
c
o
u
r
s
e

i
n
c
r
e
a
s
e

u
n
d
e
r
s
t
a
n
d
i
n
g

o
f

l
e
a

r h i n g o b j e c t i v e . (E E V R u b r i c I c . B a . B b . B c)				
---	--	--	--	--

<p style="text-align: center;">Business Process</p>	<p style="text-align: center;">Material</p>			

Teacher

<p>Progress Monitoring Tools- <i>Students-Doing-Science Form (SDSF), informal observation/documentation</i> <i>Science Education Connection</i> <i>OTG</i> <i>coaching</i></p>	<p>Student Data Collection <i>Component</i> <i>Documentation</i> <i>System</i> <i>Design</i> <i>Implementation</i> <i>Evaluation</i> <i>Reflection</i> <i>Assessment</i> <i>Feedback</i> <i>Communication</i> <i>Support</i> <i>Resources</i></p>			
---	--	--	--	--

Date of Review	What is the evidence of task implementation?		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

--	--	--	--	--

Currently
available.

1
1
/ 2
0 1
2

pp
l
a
c
e
.
a
m
al
r
b
e
i
bl
o
c
u
fn
e
m
n
e
al
r
M
a
c
u
m
e
re
id
a
ta
id
on
n
i
F
o
r
m
a
li
ry
le
n
fi
e
ic
n
s
r

<p>o n b s a r r e g u l a r s h o w a n e t h e r s i e t a h e r r u l i n g s h e e s D S F s o r e</p>				
--	--	--	--	--

<p> <i>l</i> <i>e</i> <i>s</i> <i>s</i> <i>o</i> <i>n</i> <i>t</i> <i>o</i> <i>n</i> <i>g</i> <i>s</i> <i>at</i> <i>o</i> <i>n</i> <i>d</i> <i>s</i> <i>s</i> <i>i</i> <i>o</i> <i>n</i> <i>s</i> <i>u</i> <i>p</i> <i>p</i> <i>o</i> <i>r</i> <i>t</i> <i>m</i> <i>e</i> <i>e</i> <i>r</i> <i>n</i> <i>s</i> <i>s</i> <i>.</i> </p>				
--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

Teacher

**Progress
Monitoring
Tools-**

*Students-Doing-
Science Form
(SDSF), informal
observation/
documentation*

--	--	--	--	--

Date of Review	What is the evidence of task implementation?		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

<p>Brief pop-in walkthrough observation 9/ 27/2012 in 1/ 8th grade, 2/ 7th grade, 1/1 6th grade classes with P. Caffery.</p>				
--	--	--	--	--

--	--	--	--	--

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 23

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

--	--	--	--

<p>Strategy Fidelity Check:</p> <p>Highly Functional ~ Evidence exists that the strategy is fully integrated and effectively/consistently implemented.</p> <p>Operational ~ Evidence indicates active implementation.</p> <p>Most (>75%)</p> <p>Emerging ~ Evidence indicates early or preliminary stages of implementation. Some (25-75%)</p> <p>Low Level ~ Few (5-25%)</p> <p>Not Evident ~ Teacher monitoring indicates strategy implementation has not begun.</p>			
---	--	--	--

<p>5.</p> <p><i>S</i> <i>t</i> <i>r</i> <i>a</i> <i>t</i> <i>e</i> <i>g</i> <i>y</i> <i>/</i> <i>T</i> <i>a</i> <i>s</i> <i>k</i> <i>/</i> <i>A</i> <i>c</i> <i>t</i> <i>i</i> <i>o</i> <i>n</i> <i>-</i> <i>T</i> <i>e</i> <i>n</i> <i>c</i> <i>h</i> <i>e</i> <i>r</i> <i>s</i> <i>w</i> <i>i</i> <i>l</i> <i>l</i> <i>c</i> <i>r</i> <i>e</i> <i>n</i> <i>t</i> <i>e</i> <i>,</i> <i>g</i> <i>i</i> <i>v</i> <i>e</i> <i>n</i> <i>n</i></p>			
--	--	--	--

d
r
e
p
o
r
t
a
s
s
e
s
s
m
e
n
t
d
a
t
a
.
T
e
a
c
h
e
r
s
s
w
i
l
l
g
i
v
e
c
o
m
m
o
n
b
e
n

c
h
m
a
r
k
a
s
s
e
s
s
m
e
n
t
s
b
a
s
e
d
o
n
t
h
e
c
o
r
e
c
u
r
r
e
n
c
u
l
u
m
b
e
r
i
n
g
t

a u g h t . T e a c h e r s . w i l l d e t e r m i n e t h e c l a s s a v e r a g e a n d m a			
--	--	--	--

s
t
e
r
y
o
f
e
a
c
h
o
o
j
e
c
t
i
v
e
o
n
t
h
e
a
s
s
e
s
s
m
e
n
t
f
o
r
e
v
e
r
y
s
t
u

d e n t . T e a c h e r s . W i l l r e p o r t t h e d a t a t o t h e S c i e n c e C o a c			
---	--	--	--

<p>h u s i n g a c h i e v e m e n t s e r i e s</p>			
<p>Date of Review</p>	<p>What is the evidence of task implementation?</p>	<p>What are areas of growth and/or concern? Why are they happening?</p>	<p>What are the next steps?</p>

<p>B e n c h m a r t e s s i a r e s c h e d u l e d e d o p e a d m i n i s t e r e d n e t u</p>		
--	--	--

Currently
available.

1
1
/ 2
0
1
2

e
e
k

T
e
a
c
h
e
r
s

a
d
m
i
n
i
s
t
r
a
c
t
i
o
n
s

e
t
t
i
n
g
s

c
o
u
n
t
y
e
d
u
c
a
t
i
o
n
s

e
t
t
i
n
g
s

h
a
n
d
b
o
o
k

--	--	--	--

<p>6 S t r a t e g y T a s k</p>			
--	--	--	--

A
c
t
i
o
n
-
T
e
a
c
h
e
r
s
i
n
G
r
a
d
e
L
e
v
e
l
P
L
C
a
f
t
e
r
A
s
s
e
s
s
m
e
n
t

W
i
l
l
:
*
c
o
n
d
u
c
t
t
a
n
i
t
e
m
a
n
a
l
l
y
s
i
s
*
c
o
r
r
e
l
a
t
e
i
n
f
o
r
m
a
t
i
o
n

The F C A T 2 0 D e p t h o f k n o w l e d g e * d e t e r m i n e w h e r e s k i l			
--	--	--	--

s
t
h
a
t
h
a
v
e
n
o
t
b
e
e
n
m
a
s
t
e
r
e
d
c
a
n
b
e
e
n
b
e
d
d
e
d
i
n
t
o
f
u
t
u

r e l e s s o n s			
Date of Review	What is the evidence of task implementation?	What are areas of growth and/or concern? Why are they	What are the next steps?

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 24

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

10/11/2012 No data currently available.

Professional Development Summary

PD Content/Topic Grade PD Participants

happening?

Teachers did not analyze/or Upcoming benchmark tests and provide documentation of pretest data for 1st quarter. district end of quarter tests will be analyzed and reported.

Or

PLC Focus department, grade

Or

PLC Person

level (Whole school, level...)

6,7,8 All science dept. and 2 elective teachers.

6,7,8 All science dept. and 2 elective teachers.

Date of PD Expected Outcome of PD Strategy for

Monitoring and

Meeting

Schedule

8/14/2012 Teachers will sign up for Gizmos PLC log – On-Site

Grade Level PLC- meeting norms, GIZMOS training available, District testing schedule, student scheduling concerns, Dept. textbook and materials needs, Mystery Tube lessons, open forum – concerns.

Grade Level PLC- Textbook surplus/needs inventory, Science Fair, future plans for tutoring students –we are all going to take responsibility – lunch and learn pull-outs. Plan to promote the love of science. Mystery Tube – student essays.

Edline – web page design **Grade Level PLC-** Textbook

surplus/needs inventory, SIP goals,

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

Responsible for Monitoring

training/advanced training as needed. Questions, concerns and needs will be communicated effectively. Student scheduling /placement concerns will be forwarded to Mr. Stingone ASAP. Textbook needs/surplus count PLC log – On-Site

Sci Coach/SAL

9/18/2012

generated, teachers interested in following through with Sci– Fair. Plan generated for lunch & learn student tutoring. Following through with promoting love of sci with students. Mystery tube essays will be evaluated and submitted to science coach.

Sci Coach./SAL

6,7,8 Department (only 3/7 attended)

PD - 9/24/2012

Teachers will create and maintain On-site science

personal class webpage – calendar, agendas, assignments, other communication with stakeholders
Generate Dept. PD list, volunteers PLC log – On-Site

6,7,8 All science dept. and 2 elective teachers. to use SDS form for Sci Coach/SAL

10/2/2012

coach./SAL, (individual teachers – Edline pages.)

25

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

<p>Students-Doing-Science documentation, incorporation of NOS in unit/lessons, Office Depot orders, Science material orders- status, brief discussion of how to utilize Formative A data. STAAR school meaning, Gizmos, Dept. PD suggestions.</p>	<p>documentation, teachers submit materials list ASAP, teachers assign students login info for GIZMOS.</p>
---	--

Science Professional Development

End of Science Goals

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 26

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

PART II: EXPECTED IMPROVEMENTS Writing/Language Arts Goals

SIP
Goal 1

The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 74% to 77%.

--	--	--	--	--

e				
D				
L				
D				
L				
e				
e				
n				
e				
y				
w				
n				
D				
L				
D				
y				
e				
L				
n				
e				
e				
D				
n				
n				
e				
n				
D				
n				
n				
e				
n				
D				
n				
e				
n				
e				

n					
e					
t					
s					
t					
e					
e					
l					
o					
n					
e					
k					
w					
n					
s					
t					
l					
e					
n					
t					
s					
n					
o					
o					
n					
e					
t					
w					
t					
e					
n					
g					
s					

<p>Teacher Progress Monitoring Tools Curriculum Walkthro ighs PLC walkthrough Teacher eflection/ rtifacts</p>				
---	--	--	--	--

Date of Review	What is the evidence of task implementation?		What are areas of growth and/or concern? Why are they	What are the next steps?
	(For student data, disaggregate SWD and ELL data.)			

2. Strategy/Task/Action

Students' reading, writing, language and listening/speaking skills will improve through the implementation of core curriculum with fidelity.

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 27

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

Person(s) Responsible Teacher Progress Monitoring Tools

Elisabeth Densiar-Babin Curriculum Walkthroughs PLC walkthroughs

Teacher reflection/artifacts

Student Progress Monitoring Tools

Monthly formative assessments

Starting Date

9/1/12

Projected Date of Completion

6/2013

Date of What is the evidence of task implementation?

Review (For student data, disaggregate SWD and ELL data.) concern? Why are they

What are areas of growth and/or happening?

What are the next steps?

Writing/Language Arts Professional Development

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

PD Content /Topic and/or PLC Focus

Writing Holistic Scoring Training

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

Grade Level/Subject

6-8

PD Facilitator PD Participants

and/or (e.g. , PLC, subject, grade level, or

PLC Leader school-wide)

Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

On-going

Strategy for Follow-up/Monitoring

PLC logs turned into administration

Person or Position Responsible for Monitoring

LA SAL Language Arts Teachers

Principal

APC

SAL

PLC Facilitators

PLC facilitators PLC-grade level and vertical Academic Coach teams

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

28

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

LA SAL

PLC facilitators 6-8 Academic Coach

Mode-based Writing

Training

Springboard Pacing LA SAL

PLC facilitators 6-8 Academic Coach

End of Writing/Language Arts Goals

AVID Goals

Language Arts Teachers PLC-grade level and vertical teams

Language Arts Teachers PLC-grade level and vertical teams

On-going -Administration or Coach walk- throughs

-PLC logs turned into administration

On-going -Administration or Coach walk- throughs

-PLC logs turned into administration

Principal

APC

SAL

PLC Facilitators

Principal

APC

SAL

PLC Facilitators

1. Strategy/Task/Action

Teachers will use Costa's level questions to improve higher order thinking in accessing course material.

Person(s) Responsible

AVID elective teacher Site team

Date of Review

End AVID Goals

Teacher Progress Monitoring Tools

Student Progress Monitoring Tools

Starting Date

Projected Date of Completion

What is the evidence of task implementation? What are areas of growth and/or concern? What are the next steps? Why are they happening?

PART II: EXPECTED IMPROVEMENTS Attendance Goal(s)

SIP Goal 1 The attendance rate will increase from 92.14% in 2011-2012 to 95.14% in 2012-2013

SIP Goal 2 The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10%

2013 Goal : 122

SIP Goal 3 3.The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.

2013 Goal: 141

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 29

2012-2013 School Improvement Plan (SIP)-Form SIP-1 1. Strategy/Task/Action

Utilizing attendance data generated weekly and quarterly, the Attendance Committee will continue to ensure implementation of an incentive program for attendance, including recognition of homeroom classes the highest attendance each week, recognition of homeroom classes with the most improvement each month, and quarterly celebrations for students with perfect attendance.

The program will include weekly announcements on the morning show, posting of the top three classes at each grade level in the cafeteria, visits to classrooms to provide recognition and incentives such as a trophy and banners to display in the classroom, and certificates and pizza on report card days for perfect attendance each quarter.

Person(s) Responsible Teacher Progress Monitoring Tools Assistant Principal, Guidance Counselors, School Social Worker

Date of What is the evidence of task implementation?

Review (For student data, disaggregate SWD and ELL data.) Why are they happening?

Student Progress Monitoring Tools Student Information System Instructional Planning Tool

Starting Date

08/21/2012

Projected Date of Completion 06/07/2013

What are areas of growth and/or concern? What are the next steps?

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

PD Content /Topic and/or PLC Focus

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

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

Attendance Referrals to

Guidance Worker notification are generated

September Meetings with teachers as five days Guidance

SIP Goal 1 The total number of In-School Suspensions will decrease by 10%.

2013 Goal: 794

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

6-8 Guidance, Social Whole School

End of Attendance Goals

Suspension Goal(s)

30

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

SIP Goal 2	The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. 2013 Goal: 261
SIP Goal 3	The total number of Out-of-School Suspensions will decrease by 10%. 2013: 271

SIP Goal 4	The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. 2013 Goal 145

I S t r a t e g y T a s k A c t i o n F a c u l t y a n d s t a f f W i l l i m p				
---	--	--	--	--

Element CHAMPS to develop a consistent language and behavior				
--	--	--	--	--

V i o r a l p l a n s c h o o l w i d e				
--	--	--	--	--

P
e
r
s
o
n
s

R
e
s
p
o
n
s
i

**Teacher Progress
Monitoring Tools
walkthroughs**

A
d
m
i
n
i
s
t
r
a
t
i
o
n

U
n
i
v
e
r
s
i
t
y
o
f
T
e
x
a
s
A
n
d
A
s
t
o
r
i
a
n
C
o
l
l
e
g
e

	0 1 3			
Date of Review	What is the evidence of task implementation? (For student data, disaggregate SWD and ELL data.)		What are areas of growth and/or concern? Why are they happening?	What are the next steps?

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012 31

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

2. Strategy/Task/Action

With the implementation of school wide peace lessons, students will respond to conflict in a respectful manner.

Person Responsible Peace Committee

Date of Review

Teacher Progress Monitoring Tools Walkthroughs

Student Progress Monitoring Tools Referral data

Starting Date

08/21/2012

Projected Date of Completion 06/07/2013

What is the evidence of task implementation? What are areas of growth and/or concern? What are the next steps? Why are they happening?

3. Strategy/Task/Action

With the implementation of school wide dolphin pride incentive program students will develop intrinsic behavior to earn passing grades and high conduct grades.

Person(s) Responsible

Date of Review

Teacher Progress Monitoring Tools

Student Progress Monitoring Tools

Starting Date

Projected Date of Completion

What is the evidence of task implementation? What are areas of growth and/or concern? What are the next steps? Why are they happening?

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.

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

32

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 Target Dates and Schedules

CHAMPS Site

(e.g. , PLC, subject, grade level, or school-wide)

School-wide

(e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Every month at Faculty meetings

Strategy for Follow-up/Monitoring

Administration, district RtI facilitator and guidance walk-throughs

Person or Position Responsible for Monitoring

Administration, district RtI facilitator and guidance walk- throughs

6-8

End of Suspension Goals

administrator

Continuous Improvement Goal(s)

Problem-Solving Process to Increase Student Achievement Based on the analysis of school data, identify and define **Anticipated Barrier Strategy Fidelity Check Strategy Data Check**

ADDITIONAL GOAL(S)

Student Evaluation Tool

1.1

Content formative assessments

areas in need of improvement:

1. Additional Goal

Additional Goal #1:

The percentage of teachers

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

1.1 1.1 1.1 1.1

-Teachers are using rapid fire low level questions

Teachers need to allow wait time.

Teachers need to plan at least four higher order questions

A faculty training on the Thick and Thin questioning will be presented.

1.2 Academic Coaches will follow up with content specific usage of Thick and Thin questioning.

Who

AP

Academic coaches

How Walkthroughs

Walk Through EET Domain 3b

2012 Current using higher order questioning Level:

2013 Expected Level:

1.14 1.52

and discussion techniques will increase from 1.14 to 1.52.

1.2 1.2 1.2 1.2

1.2

CIS questioning generating

-Students are not generating valid questioning to content presented in lessons.

The CIS model will be implemented with a focus on the question generating section.

Who POWER PLC PLC's

How

Coaching cycle with CIS model

PLC meetings

Continuous Improvement Goals Professional Development

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

33

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

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

PD Content /Topic and/or PLC Focus

PLCs

Plan-Do-Check-Act Model

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

Grade Level/Subject

PD Facilitator and/or PLC Leader

PD Participants

(e.g., PLC, subject, grade level, or school-wide)

School-wide

Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)

PLCs meet every three weeks for Plan-Do-Check-Act PLCs.

Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

Administrator and leadership team

walk-throughs

Administrator and leadership Leadership Team attendance at PLC meetings

PLC Survey data

Leadership Team Leadership Team Subject Area

All teachers Leaders
PLC Facilitators

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year Reading Florida Alternate Assessment Goals

Section not applicable

NEW Goal(s) For the 2012-2013 School Year Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals

Students speak in English and understand spoken English at grade level in a manner similar to non- ELL students.

C. Students scoring proficient/satisfactory performance in Listening/Speaking.

CELLA Goal #C: 2012 Current Percent of

Students Proficient in The percentage of Listening/Speaking:

students scoring proficient on the 2013 Listening/Speaking

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

Problem-Solving Process to Increase Language Acquisition

Anticipated Barrier Strategy Fidelity Check

Strategy Data Check Student Evaluation Tool

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

1.1

-Students do not know how to speak the English language. -There is some resistance to practice outside of the ELL classroom.

1.1 1.1 1.1

1.1

CELLA testing

The ELL teacher will assist students in learning the English Language using Rosette Stone software provided by the district. Students will usage reports on a

The ELL teacher will use the Rosette Stone software reports to monitor the progress of students.

Who

ELL teacher will pull

be required to speak and listen to formal English language.

weekly basis

34

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

section of the CELLA will increase from 60 % to 63%.

Students read in English at grade level text in a manner similar to non-ELL students.

D. Students scoring proficient/satisfactory performance in Reading.

CELLA Goal #D: 2012 Current

Percent of

The percentage of students ^{Students} scoring proficient on the 2013 ^{Proficient in} Reading section of the CELLA ^{Reading} will increase from 24% to 27%.

Students write in English at grade level in a manner similar to non-ELL students.

E. Students scoring proficient/satisfactory performance in

Anticipated Barrier

2.1.

Students do not know how to read the English language

Students are embarrassed to read books that are at their English proficiency reading level.

Strategy Fidelity Check Strategy Data Check Student Evaluation Tool

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

2.1. 2.1. 2.1.

2.1.

Students will be enrolled and required to read books through myOn, online books. These books are low level high interest books for middle school students.

myOn test results based on books read by students will be pulled by ELL teacher on a bi monthly basis.

FAIR The ELL teacher will meet with the Reading Coach to develop plans for students not passing reading test on

myOn.

Anticipated Barrier Strategy Fidelity Check Strategy Data Check Student Evaluation Tool

Who and how will the fidelity be monitored?

How will the evaluation tool data be used to determine the effectiveness of strategy?

2.1.

2.1. 2.1. 2.1.

2.1.

Writing.

CELLA Goal #E:

2012 Current Percent of

See CELLA goal 1

The percentage of students ^{Students} scoring proficient on the 2013 ^{Proficient in} Writing section of the CELLA ^{Writing} will increase from 30% to 33%

Math Florida Alternate Assessment Goals

Section not applicable

Science Florida Alternate Assessment Goal

Section not applicable

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

35

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

NEW Writing Florida Alternate Assessment Goal

Section not applicable

NEW Goal(s) For the 2012-2013 School Year Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)

Based on the analysis of school data, identify and define areas in need of improvement:

STEM Goal #1:

Implement/expand integration of environmental theme lessons into content curriculum classes.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier

1.1

Concern with maintaining district curriculum pacing

1.2.

Strategy

1.1

-Training on how to maintain district curriculum needs while integrating environmental topics and using teachable moments.

1.2. Increase communication of environmental science topics for school wide integration

Fidelity Check

Who and how will the fidelity be monitored?

1.1

Lead Teacher

How Walkthroughs for teachers that attend the magnet rolling workshop

1.2. Environmental Research team

How

Email – folder for environmental studies in internal for teachers to access calendar for forward planning

Strategy Data Check Student Evaluation Tool

How will the evaluation tool data be used to determine the effectiveness of strategy?

1.1 1.1 Administrative/SAL walk- Student surveys throughs

1.2. 1.2. Science FCAT Walk throughs Student Surveys

STEM Professional Development

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

PD Content /Topic and/or PLC Focus

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

Grade Level/Subject

PD Facilitator and/or PLC Leader

PD Participants Target Dates and Schedules

(e.g. , PLC, subject, grade level, or school-wide)

(e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Project-based learning 6-8 SALs

**Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012**

Science, math, ELA and On-going Administrator walk-throughs Administration

36

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

End of STEM Goal(s)

CTE Goal(s)

Based on the analysis of school data, identify and define areas in need of improvement:

CTE Goal #1:

Increase the student enrollment in CTE classes from 163 in 2011-2012 to 168 in 2012-2013 for a 3% increase.

technology teachers PLCs

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier Strategy Fidelity Check

Strategy Data Check

How will the evaluation tool data be used to determine the effectiveness of strategy? 1.1.

Aggregate and analyze the data every quarter to develop next steps

Student Evaluation Tool

1.1.

Log of number of CTSO events

Log of number of students who attend CTSO events

1.1.

Students in with intensive reading /math classes are not able to participate in CTE electives.

1.1.

Increase student participation in CTSO.

Who and how will the fidelity be monitored?

1.1.

CTE Teachers

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

PD Content /Topic
and/or PLC Focus Grade

Level/Subject

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

PD Facilitator and/or PLC Leader

PD Participants

(e.g. , PLC, subject, grade level, or school-wide)

Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Establishing or growing a 6-8 District CTSO.

Differentiated Accountability

**Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012**

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

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 Final Amount School Improvement Plan
Attendance Goal 1.1

Reading Goal 4.1 Mathematics Goal 3.1 Science Goal 1.1 Reading Goal 3.3 Suspension Goal 1.1 Reading Goal 1.1 and 3.1 Math Goal 1.1

Reading, Goal 4.1. See Action Step #5 for food reference
See Math, Goal 5a – See Action Step #3

Hillsborough 2012

Rule 6A-1.099811

Revised November 8, 2012

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

See Reading, Goal 4.3 for a description of this incentive strategy	
See Reading, Math, and Science Professional Development sections.	
See Reading, Math, and Science Professional Development sections.	
See Drop Out Prevention, Goal 1.1	
See Reading, Math, and Science Professional Development sections.	
Reading Goal 2.1	

Parent Involvement Goal 1.1	
	Final Amount Spent

Hillsborough 2012
Rule 6A-1.099811
Revised November 8, 2012 39