FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Martinez Middle School	District Name: Hillsborough
Principal: Dr. Dallas Jackson	Superintendent: MaryEllen Elia
SAC Chair: Maria Cannaday	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. Dallas Jackson	Ed.D. Educational Ldrshp Ed.S. Educational Ldrshp M.Ed. Curriculum and Instruction B.A Fine Arts ArtK12 School Principal	0	9	11-12- A Thurgood Marshall-Pinellas (Principal) 10-11- A Thurgood Marshall-Pinellas (Principal) 09-10- B Thurgood Marshall-Pinellas (Principal) 08-09- A Thurgood Marshall-Pinellas (Principal) 07-08-B Thurgood Marshall- Pinellas (Principal) 06-07-B Thurgood Marshall –Pinellas (Principal) 05-06-A Fitzgerald Middle- Pinellas (APC) 04-05-C Fitzgerald Middle -Pinellas (AP) 03-04-C Fitzgerald Middle-Pinellas (AP)
Assistant Principal	Shana Logan	MA – Leadership BA-Physical Education	5	5	11-12: A 10-11: A 97% AYP

		ESOL			09/10: A 100% AYP 08/09: A 100%AYP 07/08: A 97%AYP (Wilson Middle)
Assistant Principal	Lonnie Choate	BS -Social Science Education MS- Educational Leadership	1	9	11-12: A (Farnell Middle) 10-11: A 97% AYP 09-10: A

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	Bobbi Turner	B.S. Middle School Education 5-9 Masters of Education Reading Endorsement K-12	3	2	11-12: A 10-11: A 97% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	Teacher Interview Day
2. District Mentor Program	District Mentors	ongoing	District Mentor Program
3. District Peer Program	District Peers	ongoing	District Peer Program

4. School-based teacher recognition system	Principal	ongoing	School-based teacher recognition system
5. Opportunities for teacher leadership	Principal	ongoing	Opportunities for teacher leadership
6. Regular time for teacher collaboration	Principal	ongoing	Regular time for teacher collaboration

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**
3	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers to discuss progress on: • Preparing and taking the certification exam • Completing classes needed for certification **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
66	1.5% (1)	16% (11)	52% (34)	30% (20)	39% (26)	95% (63)	14% (9)	3% (2)	29% (19)

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
Carol Campbell ***(District EET Mentor)***	Gynnekia Booth - 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.
Carol Campbell ***(District EET Mentor)***	Kris Howerton- 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.
Carol Campbell ***(District EET Mentor)***	Sarah Robbins- 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.
Carol Campbell ***(District EET Mentor)***	Anna Marie Cavaliere- 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.

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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The MTSS Leadership team (Problem Solving Leadership Team – PSLT) includes: • Principal • Assistant Principal for Curriculum • Assistant Principal for Administration • Guidance Counselor • School Psychologist • Social Worker • Academic Coach (Reading,) • ESE teacher • Classroom teachers • SAC Chair • ELP Coordinator • ELL Representative • Attendance Committee Representative (Note that not all members attend every meeting, but are invited based on the goals 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 Curriculum Leadership Team/ MTSS Leadership Team is to: 1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels. 2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. The Curriculum Leadership team meets regularly (e.g., bi-weekly). 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 • Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3 • Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs. • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)

- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/CLT)
  - 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/CLT)
  - 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 CLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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

- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
    1. Does the data show implementation of strategies are resulting in positive student growth?
    2. To what extent are we making progress toward the school's SIP goals?
    3. If we are making progress, what can we do to sustain what is working?
    4. What barriers to implementation are we facing and how will we address them?
    5. What should we do next? What should be our plan of action?

MTSS Implementation

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

FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	SALs, individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have	Leadership Team/PLC/Individual Teachers

(Middle/High)	one), School Generated Database in Excel	

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 MTSS Committee/MTSS Facilitators develop(s) resources and staff development trainings on PS/MTSS, 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/MTSS trainings/support sessions that are offered district-wide. Our school will invite our area MTSS Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/MTSS 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/MTSS as they become available.

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The 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 Curriculum 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 including implementation of the Common Core Standards

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

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

Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trai2nings throughout the school year.

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

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

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

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

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

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. **Common Core Reading Strategy Across all Content Areas** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. -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
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 81% to 82%.	2012 Current Level of Performance:* **81**	2013 Expected Level of Performance:* **82**					

			1.2. -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	1.2. **Common Core Reading Strategy Across all Content Areas** Common Core 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). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans. -Teachers will use CIS lessons to develop higher level thinking across curriculum	1.2. Who -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads - PLC facilitators How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2. -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.	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 reading.			2.1.	2.1. See Goals 1,3	2.1.	2.1.	2.1.
Reading Goal #2: Enter narrative for the goal in this box. The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 52% to 53%.	2012 Current Level of Performance:* **52**	2013 Expected Level of Performance:* **53**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. -PLCs struggle with how to structure data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log. - Students have difficulty understanding their own data.	3.1. **Strategy** Student achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if	3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from points to points.	2012 Current Level of Performance:* **76**	2013 Expected Level of Performance:* **77**					

				they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans. - Teachers will use data chats with students to help students self-monitor progress	Team -Administration shares the data of PLC visits with staff on a monthly basis.		
			3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Student achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal.	3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.

			lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (*Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).* -Additional action steps for this strategy are outlined on grade level/content area PLCs.	meetings on a monthly basis.	Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from points to points.	2012 Current Level of Performance:* **74**	4.1. -Teachers willingness to accept support from the coach. - Teachers have difficulty scheduling time with coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or	4.1. Who Administration -PLC facilitators of like grades and/or like courses How- -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.
	2013 Expected Level of Performance:* **75**					

				present data. - Teachers and Coach will closely review Reading Counts data to monitor students progress. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data			

				gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Weekly, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next week.			
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. White: Black:	5A.1.	5A.1.	5A.1.	5A.1.	

Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ____%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ____%.	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:				
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading.							
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ____%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

5C. English Language Learners (ELL) not making satisfactory progress in reading.							
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ____%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.							
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ___% to ____%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Subject Area Leaders -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher demonstrations	Administration Team Instructional Coaches Subject Area Leaders

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)	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
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
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12) CIS Lessons	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
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
Co-Teaching	6-8	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
ELL Strategies	6-8	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Scheduling time for the principal/APC to meet with PLCs on a regular basis. -Teachers willingness to accept support from other content area PLCs.	1.1. **Strategy Across all Content Areas** **Strategy/Task** Students' math achievement improves through **teachers' collaboration with the PLCs** in all content areas. **Actions/Details** ***PLC*** -The PLC and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The administrator creates mapping to better organize cross-curricular activities. --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum	1.1. Who Administration -PLC facilitators of like grades and/or like courses How -Review of PLC logs -Administrative walk-throughs of teachers with other content area teachers (either in classrooms, PLCs or planning sessions)	1.1. -Tracking of participation in PLCs. -Tracking of cross-curricular interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-PLC Facilitator meetings to review log and discuss action plan for coach for the upcoming two weeks.	1.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from % to %.	2012 Current Level of Performance:* **86**	2013 Expected Level of Performance:* **87**					

				assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team*** -The PLC facilitator meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the PLC Facilitator meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.			
			1.2. - Lack of understanding of how to implement the Core	1.2. **Tier 1** - The purpose of this strategy is to strengthen the core curriculum. Students'	1.2. <u>Who</u> -Principal -APC	1.2. PLC unit assessment data will be recorded in a course-specific PLC data base (excel	1.2 - Lack of understanding of how to implement the Core Continuous Improvement

		Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of knowledge of new curriculum. Lack of common planning time due to T-payrolls, to discuss best practices before the unit of instruction. -Lack of common planning time due to T-payrolls, to identify and analyze core curriculum assessments. -Lack of planning time due to T-payrolls, to analyze data to identify best practices. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	math skills will improve through teachers using the **Core Continuous Improvement Model (C-CIM)** with core curriculum and providing **Differentiated Instruction (DI)** as a result of the problem-solving model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective.	-Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. -Monitoring data will be reviewed every nine weeks.	spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of knowledge of new curriculum. Lack of common planning time due to T-payrolls, to discuss best practices before the unit of instruction. -Lack of common planning time due to T-payrolls, to identify and analyze core curriculum assessments. -Lack of planning time due to T-payrolls, to analyze data to identify best practices. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).

				7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.			
			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. -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the NGSSS	2.1. **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of **technology and hands-on activities** to implement the Next Generation Sunshine State Standards. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching,	2.1. Who - Principal - Math DH/SAL - Technology Specialist - Math Resource Teacher -PLC facilitators of like grades and/or like courses How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	2.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check	2.1.
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from % to %.	2012 Current Level of Performance:* **61**	2013 Expected Level of Performance:* **62**					

				teaching, and modeling technology and hands-on strategies. 3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. As a Professional Development activity, teachers use data to discuss strategies that were effective. 8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies. 9. PLCs record their work in the PLC logs	-PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -HCPS Informal Observation Pop-In Form (EET tool). First Nine Week Check Second Nine Week Check Third Nine Week Check	Third Nine Week Check	
			2.2 - Students not appropriately identified - Lack of course offerings	2.2 Students math skills will improve through scheduling students in the appropriate level classes (Advanced, honors)	2.2 Who APC How Monitored - SILK Reports	2.2 APC reviews SILK, District baseline and mid-year assessments, semester exams and Instructional Planning Tool Data	2.2 - Students not appropriately identified - Lack of course offerings
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying	3.1 **Strategy** Students' math achievements improves through the use of **technology and hands-on**	3.1 Who - Principal -Math DH/SAL -Technology Specialist -Math Coach	3.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of	3.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Points earned from students making learning gains on the 2013 FCAT Math will increase from points to points.	**82**	**83**	understanding of the intent of the CCSS	**activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	-Math Resource Teacher -PLC facilitators of like grades and/or like courses How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	understanding of the intent of the CCSS
			3.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	**3.2** **Strategy/Task** Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order	Who -Principal -Math DH/SAL -Technology Specialist -Math Coach -Math Resource Teacher -PLC facilitators of like grades and/or like courses How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for	3.2 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	3.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.

			questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** <u>During the lessons,</u> **<u>teachers</u>**: -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by describing how they arrive at an	implementation of strategy with fidelity and consistency -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation		

			answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. <u>During the lessons, students:</u> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). <u>School Leadership</u> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			

			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. - Teachers at varying skill levels with the FCIM model. - Lack of common planning time due to T-payrolls, to develop/identify PLC based mini lessons and mini assessments (using curriculum based materials) geared toward on-going progress monitoring. - Lack of common planning time due to T-payrolls, to analyze mini lesson data. - Lack of time to implement the mini lessons within the District pacing guide.	4.1. Strategy: **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the **FCIM** strategy on identified tested benchmarks. Action Steps 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. 2. Based on the data, PLCs develop a 10 day projected timeline/calendar for re-teaching the essential skills and/or standards covered in the core curriculum. 3. As a Professional Development activity in their PLCs, teachers identify and/or develop mini lessons and mini assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/assessments. 4. Teachers implement the mini lessons and mini assessments. 5. Teachers bring	4.1. Who Teacher Principal APC Math Math SAL -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks. -Another fidelity tool will be the PLC calendars/timeline/ logs	4.1. Teacher Level PLCs will review mini-assessment data. Mini-assessment data recorded in a course specific PLC data base (excel spread sheet). -For the mini-assessments, PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team reviews data that includes all skills covered during the nine week period. First Nine Week Check Second Nine Week Check Third Nine Week Check	4.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Nine Weeks -Benchmark mini assessments -Unit and/or Segment assessments - School-generated nine week assessment of all mini lesson skills covered during the nine weeks.
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from points to points.	2012 Current Level of Performance:* **73**	2013 Expected Level of Performance:* **74**					

				assessment data back to the PLCs. 6. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/calendar. Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. 7. As a PLC, teachers develop a school-based assessment that covers all mini lesson skills taught within the nine week period. 8. PLCs record their work in logs.	of targeted skills reviewed by the administration and/or Math Coach. - PSLT will review the calendars/logs and make progress statements at the end of each nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>		
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016** / **2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black:	5A.1.	5A.1.	5A.1.	5A.1.

Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ____%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ____%. .	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:				
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1. **NA**	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.							

Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ____%. .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.							
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from ___% to ____%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1 . **See**	1.1.	1.1.	1.1.
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from % to %.	**95**	**96**		**Goals 1, 2, & 3**			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1. **See Goals 1, 2, & 3**	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 % to %.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62	**63**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team

Analyzing first semester exams	6-8	-Math SAL	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are knowledgeable of the strategies of inquiry based instruction/PBL such as engaging the students, explore time, accountable talk, higher order questioning, etc.	1.1. Teachers will attend District Science training and share information with their PLCs. 2. PLCs write SMART goals based on Curriculum. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. 4. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss inquiry based instruction strategies that were effective. 8 Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.	1.1Who Principal APC Science SAL Science Teachers -PLC facilitators of like grades and/or like courses How Monitored -PLC logs turned into administration. Administration provides feedback. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing inquiry based instruction. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. First Nine Week Check Second Nine Week Check	1.1 Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check .	1.1. 2x per year District-level baseline and mid-year tests Semester Exams During the nine weeks - Mini Assessments -Unit assessments
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 42% to 45%.	2012 Current Level of Performance:* **81**	2013 Expected Level of Performance:* **81**					

					Third Nine Week Check.		
			1.2.-Limited usage of technological equipment for students -Not all students are 100% engaged -Over exposure to Gizmo's as Math is beginning to introduce them into the curriculum -Lack of technology at home to finish any work left in the class	1.2.-**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through participation in **Gizmo Explore Learning Simulations.** As a result, through exposure they will gain a real world application of the topic. Action Steps 1. Science teachers attend on-going Gizmo Explore Learning Trainings provided by district level gizmo trainers 2 . As a Professional Development activity in their PLCs, teachers discuss Gizmo simulations and how they can be implemented in the upcoming lessons. 3. Teachers implement the targeted simulation gizmo in their lessons. 4. Teachers implement the common assessments. 5. Teachers bring assessment data back to the PLCs. 6. PLCs review students' responses to the gizmo quizzes and worksheets to assess students' content knowledge. 7. Based on data, PLCs use the problem-solving process to determine next steps of gizmo lesson implementations 8. PLCs record their work in the PLC logs.	1.2.-Who -Administration Team -CLT Team -Science SAL -Science Teachers -Gizmo coordinator Corey Peloquin -PLC facilitators of like grades and/or like courses How --PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. - GIZMO assessments - GIZMO monitoring by Gizmo Coordinator. First Nine Week Check Second Nine Week Check Third Nine Week Check	1.2.-PLCs examine student work and data from the Gizmo quizzes and other assessments. Data from review of unit assessments will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. First Nine Week Check Second Nine Week Check Third Nine Week Check	1.2.-Limited usage of technological equipment for students -Not all students are 100% engaged -Over exposure to Gizmo's as Math is beginning to introduce them into the curriculum -Lack of technology at home to finish any work left in the class
			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.			1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1 **Strategy** Students' science achievements improves through the use of **technology and project based learning** to implement the Common Core State Standards. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on, project based and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1 Who - Principal - SAL -Technology Specialist -PLC facilitators of like grades and/or like courses How Monitored -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from % to %.	2012 Current Level of Performance:* **34**	2013Expected Level of Performance:* **35**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science DH and Technology Resource	Science teachers – whole department	1 half day in the fall and l half day in the spring.	Administrators conduct targeted walk-throughs to monitor Technology and Hands-On Activity implementation	Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)
STEAM Inquiry based PBL	Grades 6-8	Science SAL Grade level Science Teachers	Science teachers - PLCs	PLC meetings every week	Administrators conduct targeted walk-throughs to monitor STEAM Inquiry based PBL .	STEAM Inquiry based PBL

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Rubric for 2012-2013 guidelines have not been clearly communicated as of September 2012 (FLDOE) - Implementation of writing in class is limited because instructional time does not match state mandated time frame for each grade level.	1.1. To increase writing performance using the writing workshops, Springboard, and LDC modules.	1.1. -Administration team, -CLT, teachers (content and electives), and students. -PLC facilitators of like grades and/or like courses	1.1. Professional Learning Communities, rolling in-service, weekly writing samples, peer critiques, and Springboard/LDC curriculum.	1.1 Student grades in all courses with writing as an added measure. Frequency of writing and rewrites in peer critiques. Writing rubrics PLC follow up on writing strategies
Writing/LA Goal #1: 97% of all our students will achieve a level 3 or above on the Florida Writes 2013.	2012 Current Level of Performance:* **97**	2013 Expected Level of Performance:* **98**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Martinez Writing workshop	6-8	LA SAL Teachers	Language Arts Teachers	On-going through the fall and early spring.	-Administration or Coach walk-throughs	Principal

					-PLC logs turned into administration	APC SAL PLC Facilitators
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The Administration Team along with other appropriate staff will meet once a month to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives	1.1. -AP will run Attendance/Tardy meetings monthly with appropriate reports -AP will maintain data base -Social Worker -Guidance Counselors -CLT	1.1. -Administration Team and subset of PSLT will examine data monthly	1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance
Attendance Goal #1: 1. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. 2. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	96.16						
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	26	**23**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	1	**0**					
			1.2. See 1.1	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and	1.2. See 1.1	1.2. See 1.1	1.2. See 1.1

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

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
Attendance Plan	Administrators	AP	At Administrator staff meting	August/September	Review plan and student data every 20 days	AP
EdLine	6-8	AP	As needed	On-going	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			**Problem-solving Process to Decrease Suspension**			
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	**1.1** **Tier 1**: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in	1.1 -PSLT "behavior" subgroup -CLT	1.1 PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.
Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	2012 Total Number of In –School Suspensions **148**	2013 Expected Number of In- School Suspensions **133**					

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 Students Suspended In-School **91** 2012 Number of Out-of-School Suspensions **53** 2012 Total Number of Students Suspended Out- of- School **38**	2013 Expected Number of Students Suspended In -School **81** 2013 Expected Number of Out-of-School Suspensions **47** 2013 Expected Number of Students Suspended Out- of-School **34**		methods for teaching and reinforcing the school-wide rules and expectations.			
			1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2 PSLT "Managing and Motivating" subgroup will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need	1.2 "Managing and Motivating" subgroup PSLT (CLT)	1.2 PSLT "Managing and Motivating" subgroup with review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms.	1.2 Data indicates that there is wide variation in the number of ODRs generated across classrooms.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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)).

<table>
<tr><th colspan="3">Dropout Prevention Goal(s)</th><th colspan="5">Problem-solving Process to Dropout Prevention</th></tr>
<tr><td colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">1. Dropout Prevention

Dropout Prevention Goal #1:
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td rowspan="5">Enter narrative for the goal in this box.</td><td>2012 Current Dropout Rate:*</td><td>2013 Expected Dropout Rate:*</td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td><td rowspan="5"></td></tr>
<tr><td></td><td></td></tr>
<tr><td>2012 Current Graduation Rate:*</td><td>2013 Expected Graduation Rate:*</td></tr>
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Dropout Prevention 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 Dropout Prevention 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			1.1. -Class size (large number of students in each class) - Time constraints - No common planning time - Credit Value of course	**1.1.** Health and physical activity initiatives called "Daily Fitness" Action Step - Daily students will focus on one activity specifically geared to increase Health Fitness Zone scores. - Students will participate in Edline testing to increase cognitive knowledge on subject matter.	**1.1.** -PLC - Administrator	**1.1.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**1.1.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from ____% on the Pretest to _____% on the Posttest.	2012 Current Level :* **85**	2013 Expected Level :* **86**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal			1.1 - Not enough time to meet	1.1 PLCs will meet for one hour weekly during their planning period. Teachers will also meet vertically and across-curriculums to merge STEM lessons.	1.1 Who -Administration -PLC facilitators of like grades and/or like courses How - Administration will review PLCs logs and provide feedback.	1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 - PLC logs - Achievement Data
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from % in 2012 to % in 2013.	2012 Current Level :* **83**	2013 Expected Level :* **84**					
			1.2 - Not all staff is trained in PLCs. - PLC Facilitators/Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings curriculum and student focused.	1.2 Key staff will provide training on PLCs to the CLT. CLT members will implement skills learned within the grade level/subject area/Department PLCs. A faculty study will be conducted during the first semester – *"The Collaborative Teacher."*	1.2 Who Principal and trained staff members How - Administration will review PLCs logs and provide feedback.2	1.2 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 - PLC logs
			1.2 - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	1.3 PLC log templates will be created that include the SIP's goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.	1.3 Who Administration Teachers who have received District training in PLCs and PLC Facilitation How - Administration will review PLCs logs.	1.3 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.3 - PLC logs

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

<table>
<tr><td colspan="3">A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</td><td>A.1.</td><td>A.1.</td><td>A.1.</td><td>A.1.</td><td>A.1.</td></tr>
<tr><td rowspan="3">Reading Goal A:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2">N/A</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td></tr>
<tr><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td></tr>
<tr><td colspan="3">B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</td><td>B.1.</td><td>B.1.</td><td>B.1.</td><td>B.1.</td><td>B.1.</td></tr>
<tr><td rowspan="3">Reading Goal B:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2">N/A</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td></tr>
<tr><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td></tr>
</table>

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. **See Reading ELL Goal 5C.1, 5C.2**	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 _59_% to _60_%.	2012 Current Percent of Students Proficient in Listening/Speaking: **59%**					
		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. **See Reading ELL Goal 5C.1, 5C.2**	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 _23_% to _24_%.	2012 Current Percent of Students Proficient in Reading : **23%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1. **See Reading ELL Goal 5C.1, 5C.2**	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from _36_% to _37_%.	2012 Current Percent of Students Proficient in Writing : **36%**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1. **See Math Goals 1, 2, & 3**	1.1.	1.1.	1.1.
Geometry Goal H: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from % to %.	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**
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:* **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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.

Science Goal J: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW 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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

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:*	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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers - limited incentive/funds for PSD - limited funds for updated technology	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.
	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
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Project-based learning
75% of faculty staff will attend a county level technology PSD by June 2013		CLT	Faculty/ supportive staff	On-going	End of year in-service reports	75% of faculty staff will attend a county level technology PSD by June 2013

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Sustain/Increase the number of Career Technical Student/ Elective activities from _24__ in 2011-2012 to __28__in 2012-2013. Increase the student membership in CTE/ Elective organizations from _184_ in 2011-2012 to _198_in 2012-2013.	1.1. Funding and Time constraints	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE/Elective Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2. Core educational teacher and CTE/ elective teacher need consistent, on-going co-planning time.	1.2. Students' achievement improves through **teachers working collaboratively** to focus on student learning. CTE teachers will attend PLC's with core curriculum teacher's to implement core curriculum into CTE class curriculum	1.2. CTE/Elective Teachers	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	1.2. During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
	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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

X☐ Yes ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal #1 and Math Goal #1	"Brain Pop" website, site license will help re-enforce curriculum both in the classroom and at home for all students.	$750.00	$750.00
Reading Goals #1- #4	Book- "Text Complexity: Raising Rigor in Reading" for all teachers to use with planning during PLC's	$1320.00	$1320.00
Reading Goal #4	EZC Reading strips- Help increase in fluency and comprehension	$90.00	$100.95
Readng Goal #4	Action Magazine- High Interest, low level articles to promote fluency and comprehension	$233.48	$233.48
Reading Goals #1-4	Scholastic Choices Magazine for Culinary Class- Reading within content area	$222.75	$222.75
STEM Goals, Math #1	LEGO Robotics Software	$294.2	$294.2
All goals	Projector Bulbs	$282.38	$282.38

All goals	Supplies	$19.74	$19.74
Final Amount Spent			$3265.80