

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Memorial Middle School	District Name: Hillsborough
Principal: Art Akins	Superintendent: Mary Ellen Elia
SAC Chair: Wendy Rutherford	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	Art Akins	BS Business Education MA Curriculum & Instruction, Educational Leadership	7	13	11-12 Grade D 10-11 Grade C (AYP 69%) 9-10 Grade C (AYP 67%)
Assistant Principal	Stacie Breedlove	BS English MA Educational Leadership	4	7	11-12 Grade D 10-11 Grade C (AYP 69%) 9-10 Grade C (AYP 67%)
Assistant Principal	Bobby Wilson	BS Social Science MA Educational Leadership	4	4	11-12 Grade D 10-11 Grade C (AYP 69%) 9-10 Grade C (AYP 67%)

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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	Jane Mertens	Elementary Education (K-6) Reading Endorsement	1	3	11-12 Grade D
Science	Mindy Pearson	B.S. Biology B.S Secondary Science Education M.Ed Educational Leadership General Science 5-9 Educational Leadership All Levels National Board Certification Early Adolescence Science	First year	4	11-12 Grade C
Math	Vernest Pilcher	Middle Grades Math	7	2	11-12 Grade D 10-11 Grade C
Writing	Maria Torres-Crosby	Elementary Education (1-6) M.S. in Special Education National Board Certified in English Language Arts/Early Adolescence ESOL Gifted Reading Endorsement Varying Exceptionalities	12	2	11-12 Grade D 10-11 Grade C

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. Salary Differential (Renaissance School)	Art Akins, Principal	On-going	
2. Weekly Meetings	Art Akins, Principal	Weekly	

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3. School Mentors	Art Akins, Principal Academic Coaches	On-going	
4. Leadership Opportunities	Art Akins, Principal	On-going	
5. Teacher Interview Day	District Staff	June	

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
60	.05%(3)	33%(20)	41%(25)	20%(12)	40%(24)	100%(60)	20%(12)	1%(4)	27%(16)

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
District EET Mentor	Galina Blass	The district-based mentor is with the EET Initiative. The mentor has strengths in the area 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 Services are provided to ensure students who need additional remediation and are provided support through: after school, Saturday school, and summer programs. Quality teachers through professional development
Title I, Part C- Migrant N/A
Title I, Part D Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL students
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools
Title III SAI funds will be coordinated with Title 1 funds to provide summer school, coaches, and extended learning opportunities
Title X- Homeless District receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barrier for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title 1 funds to provide coaches and extended learning opportunities
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A

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Head Start N/A
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program within Title 1 regulations.
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team												
<p>Identify the school-based MTSS Leadership Team.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Art Akins, Principal</td> <td style="width: 33%;">Tiffany Stewart-White, Psychologist</td> <td style="width: 33%;">Maddy Cintron-Hall, Social Worker</td> </tr> <tr> <td>Stacie Breedlove, APC</td> <td>Guidance Counselors, Monica Ortega, Valerie Sartwell, Veronica Sutton</td> <td>Mark Jones, ART</td> </tr> <tr> <td>Bobby Wilson, APA</td> <td>SAL, Wendy Rutherford</td> <td>Lucinda Rio, ERT</td> </tr> <tr> <td>Academic Coaches, Jane Mertens, Mindy Pearson, Vernest Pilcher, Maria Torres-Crosby</td> <td></td> <td>Vanessa Flowers, ESE Specialist</td> </tr> </table>	Art Akins, Principal	Tiffany Stewart-White, Psychologist	Maddy Cintron-Hall, Social Worker	Stacie Breedlove, APC	Guidance Counselors, Monica Ortega, Valerie Sartwell, Veronica Sutton	Mark Jones, ART	Bobby Wilson, APA	SAL, Wendy Rutherford	Lucinda Rio, ERT	Academic Coaches, Jane Mertens, Mindy Pearson, Vernest Pilcher, Maria Torres-Crosby		Vanessa Flowers, ESE Specialist
Art Akins, Principal	Tiffany Stewart-White, Psychologist	Maddy Cintron-Hall, Social Worker										
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Bobby Wilson, APA	SAL, Wendy Rutherford	Lucinda Rio, ERT										
Academic Coaches, Jane Mertens, Mindy Pearson, Vernest Pilcher, Maria Torres-Crosby		Vanessa Flowers, ESE Specialist										
<p>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?</p> <p>The Leadership Team meets bi-weekly. Specific responsibilities include:</p> <ul style="list-style-type: none"> ○ Oversee the multi-layered model of instructional delivery (Tier 1-3) ○ Create, manage, and update the school resource map ○ Ensure the master schedule incorporates allocated time for intervention supports at all grade levels (tutoring enhancement) ○ Determine scheduling needs, and assist teachers teams in identifying research-based instructional materials and intervention resources at Tiers 2/3 ○ Determine the school-wide professional development needs of faculty and staff ○ Organize and support systematic data collection (district and state assessments, school-based assessments and 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: <ul style="list-style-type: none"> ● Implementation and support of PLCs ● Review of teacher/PLC core curriculum assessments/chapter tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT) ● Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT) 												

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- Implementation of research-based scientifically validated instructional strategies and/or interventions (as outlined in our SIP)
- Communication with major stakeholders (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 PSLT.
 - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material
 - Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across the curriculum.

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

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- 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:

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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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability (Subject-area formative assessments, mid-year and end-of-year assessments)	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science (Pre and Post Assessments, Mid-Year Assessments, End of Course Exams, Semester Exams)	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. (Reading, Language Arts, Math, Science)	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
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Extended Learning Program (ELP)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (District created pre and post tests, some online curriculum assessments)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

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

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

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

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

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team		
Identify the school-based Literacy Leadership Team (LLT).		
Art Akins, Principal	Wendy Rutherford, Social Studies SAL/Teacher	Deborah Smith, Media Center Specialist
Stacie Breedlove, APC	Aesha Bailey, PE Teacher	Jenny Burdick, Reading Teacher
Jane Mertens, Reading Coach	Maria Torres-Crosby, Writing Coach	
Shannon Pilcher, Reading Teacher	Lucinda Rio, ELL Teacher	
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The LLT meets on the last Thursday of the month from 8:05 - 8:50 a.m. The purpose of the Reading Leadership Team is to create a capacity of reading knowledge within the school building and focus on the areas of literacy concern across the school. The Chairperson will maintain a 3 ring binder of the meeting notes and the initiatives.		
What will be the major initiatives of the LLT this year? Implementation and evaluation of the SIP reading strategies across the content areas Professional Development Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas On-going Data Analysis Implement K-12 Reading Plan		

NCLB Public School Choice

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

***Elementary Title I Schools Only: Pre-School Transition**

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

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

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

Project CRISS, Level 1 training which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the reading coach at each school site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS Level 1 trainings throughout the school year.

Complementing our Project CRISS initiative is a major emphasis in our content area reading instruction on understanding how to implement complex text in all content areas using a specific Comprehension Instruction Sequence (CIS) design, and the inclusion of close-reading strategies

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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 development professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

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

Each subject area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLC's are responsible for the creation and implementation of the Florida 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 instructional 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?

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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	Strategy Data Check	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. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when students are <u>engaged in grappling with complex text</u> . 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. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -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. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: The students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 32% to 38%.	<u>2012 Current Level of Performance:*</u> 32%	<u>2013 Expected Level of Performance:*</u> 38%	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	1.2. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of	1.2. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads	1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the	1.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit,

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		<p>teachers</p> <p>complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> 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. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>How</p> <ul style="list-style-type: none"> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <ul style="list-style-type: none"> -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. 	<p>development of their individual/PLC SMART Goal <u>PLC Level</u></p> <ul style="list-style-type: none"> -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. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. 	<p>intervention checks)</p>	
		<p>1.3.</p> <ul style="list-style-type: none"> -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 	<p>1.3.</p> <p><u>Common Core Reading Strategy Across all Content Areas</u></p> <p>Teachers need to understand how to design and deliver a <u>close reading</u> lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3.</p> <p>Who</p> <ul style="list-style-type: none"> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <p>How</p> <ul style="list-style-type: none"> -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <ul style="list-style-type: none"> -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs 	<p>1.3.</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> -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. <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -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. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC facilitator/ Subject Area 	<p>1.3.</p> <ul style="list-style-type: none"> 3x per year - FAIR <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> - Common assessments (pre, post, mid, section, end of unit, intervention checks)

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				-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	Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.		
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.	2.1.	2.1.	2.1.
Reading Goal #2: The percentage of students scoring Level 4 or higher on the 2013 FCAT Reading will increase from 11% to 18%.	2012 Current Level of Performance:* 11%	2013 Expected Level of Performance:* 18%	See goals 1,3, & 4				
			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.	3.1.	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 54 to 60 points.	2012 Current Level of Performance:* 54 points	2013 Expected Level of Performance:* 60 points	-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.	Strategy Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> 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?	-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	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.	3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)

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				<p>3. How will we respond if they don't learn? 4. How will we respond if they already know it?</p> <p><u>Actions/Details</u> -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.</p>	<p>attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	
		<p>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.</p>	<p>3.2. <u>Strategy/Task</u> Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>.</p> <p><u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -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. <i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques <i>PLCs After Instruction</i> -Teachers reflect and discuss the outcome of their DI 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. (<i>What is it we expect</i></p>	<p>3.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -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 meetings on a monthly basis.</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2. <u>3x per year</u> FAIR</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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			<p><i>them to learn?</i> <i>How will we know if they've learned it?</i> <i>How will we respond when they don't learn?</i> <i>How will we respond when they already know it?)</i> -Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>			
		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.		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.	4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through teachers' collaboration with the academic coach in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -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	4.1. <u>Who</u> Administration <u>How-</u> -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, 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. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 55 points to 60 points.	<u>2012 Current Level of Performance:*</u> 55 points	<u>2013 Expected Level of Performance:*</u> 60 points				

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			<p>interventions and the intentional grouping of the students.</p> <ul style="list-style-type: none"> -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. <p><i>Leadership Team and Coach</i></p> <ul style="list-style-type: none"> -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: <ul style="list-style-type: none"> --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks. 			
		4.2 -The Extended Learning Program, tutorial portion does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the	4.2 <u>Strategy</u> Students' reading comprehension improves through receiving tutorial supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the tutorial teachers regarding specific skills that students	4.2 <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and teachers/coaches outlining skills that need remediation.	4.2 Supplemental data shared with leadership and classroom teachers who have students.	4.2 Curriculum Based Measurement (CBM)

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		instruction received during tutorial. -Minimal communication between regular and tutorial teachers/coaches.	have not mastered. - Tutorial teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend tutorial sessions. -Progress monitoring data collected by the tutorial teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the tutorial program.			
		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: No data available as of 9/26/12						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.
Reading Goal #5A: No data available as of 9/26/12	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				

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			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.			5B.1.	5B.1. NA	5B.1.	5B.1.	5B.1.
Reading Goal #5B: No data available as of 9/26/12	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.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: No data available as of 9/26/12	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: No data available as of 9/26/12			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 observations	Administration Team Instructional Coaches Subject Area Leaders

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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)	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
SWD 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 -Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	1.1 <u>Strategy</u> Students' math achievements improves through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. <u>Action Steps</u> -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.	1.1 <u>Who</u> -Principal -AP -Math SAL/Coach -Technology Specialist <u>How Monitored</u> -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	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 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 34% to 38%.	2012 Current Level of Performance: * 34%	2013 Expected Level of Performance: * 38%					
			1.2. -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.	1.2 <u>Strategy/Task</u> Students math achievement improves through frequent participation in <u>higher order questions/discussion activities</u> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques	Who - Principal -AP -Math SAL/Coach -Technology Specialist <u>How Monitored</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete.	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	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit,

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		<p>-Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p>promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><u>Actions/Details</u> <i>Within PLCs</i></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-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.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i> <u>During the lessons, teachers:</u></p> <p>-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from</p>	<p>-PLCs receive feedback on their Logs.</p> <p>-Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form.</p> <p>They look for implementation of strategy with fidelity and consistency</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>chapter, interventions etc.)</p>
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		<p>the class before asking questions.</p> <ul style="list-style-type: none"> -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 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. <p><u>During the lessons, students:</u></p> <ul style="list-style-type: none"> -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). <p><u>School Leadership</u></p> <ul style="list-style-type: none"> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel. -Monthly, school leaders 			
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			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).			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 10% to 15%.	2012 Current Level of Performance:* 10%	2013 Expected Level of Performance:* 15%	<h1>See Goals 1, 3 & 4</h1>			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 60 points to 64 points.	2012 Current Level of Performance:* 60 points	2013 Expected Level of Performance:* 64 points	-PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit"	Strategy Students' math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> and log to structure their way of work. Using the backwards design model for	-Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into	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.
						2x per year District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)

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			log.	<p>units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p><u>Actions/Details</u> -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -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.</p>	<p>administration and/or coach after a unit of instruction is complete.</p> <ul style="list-style-type: none"> -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. 		
			<p>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</p>	<p>3.2. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to differentiate instruction.</p> <p><u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -Using data from previous assessments and daily classroom</p>	<p>3.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their</p>	<p>3.2. <u>2x per year</u> District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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		<p>lesson, handouts, etc.</p> <p>performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. (<i>What is it we expect them to learn?</i> <i>How will we know if they've learned it?</i> <i>How will we respond when they don't learn?</i> <i>How will we respond when they already know it?</i>)</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>			<p>individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	
		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. -Scheduling time for the principal/APC to	4.1. <u>Strategy Across all Content Areas</u>	4.1. <u>Who</u> Administration	4.1. -Tracking of coach's participation in PLCs.	4.1. <u>2x per year</u> District Baseline and Mid-	

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<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 63 points to 67 points.</p>	<p>2012 Current Level of Performance:*</p> <p>63 points</p>	<p>2013 Expected Level of Performance:*</p> <p>67 points</p>	<p>meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p><u>Strategy/Task</u> Students' math achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas.</p> <p><u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -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.</p>	<p><u>How</u> -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)</p>	<p>-Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>Year Testing Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>
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				<p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-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.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <ul style="list-style-type: none"> --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks. 			
			<p>4.2</p> <p>-The Extended Learning Program/Tutorial does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through receiving <u>ELP/Tutorial supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the <u>ELP/Tutorial</u> teachers regarding specific skills that</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>

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		<p>instruction received during <u>ELP/Tutorial</u>.</p> <p>-Minimal communication between regular and <u>ELP/Tutorial</u> teachers.</p>	<p>students have not mastered.</p> <p>- <u>ELP/Tutorial</u> teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>- Students attend <u>ELP/Tutorial</u> sessions.</p> <p>- Progress monitoring data collected by the <u>ELP/Tutorial</u> teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the specific skill, they are exited from the <u>ELP/Tutorial</u> program.</p>			
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
Math Goal #5: No data available as of 9/26/12						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
<p>Reading Goal #5A:</p> <p>No data available as of 9/26/12</p>	<p>2012 Current Level of Performance:*</p> <p>White:</p> <p>Black:</p>	<p>2013 Expected Level of Performance:*</p> <p>White:</p> <p>Black:</p>	<p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>			

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	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.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: No data available as of 9/26/12	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.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: No data available as of 9/26/12	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: No data available as of 9/26/12	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.	1.1.	1.1.	1.1.

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Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 59% to 64%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1, 2, 4 & 5				
	59%	64%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 12% to 16%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1, 2, 4 & 5				
	12%	16%					
			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

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Differentiated Instruction	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings three times per month	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC and Academic Coaches
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD 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 Mathematics Goals

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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 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Lack of common planning time to facilitate and hold PLCs for like courses.	1.1 <u>Strategy</u> Students' science skills will improve through participation in the <u>5E instructional model</u> . <u>Action Steps</u> -Teachers will attend District Science training and share 5E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 <u>Who</u> Principal APC Science Coach/SAL <u>How Monitored</u> -Classroom walk-throughs observing this strategy.	1.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 <u>2x per year</u> District-level baseline and mid-year tests Semester Exams <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 26% to 31%.	2012 Current Level of Performance: * 26%	2013 Expected Level of Performance: * 31%					
			1.2. -PLCs struggle with how to structure curriculum	1.2. <u>Strategy</u> Student achievement	1.2 <u>Who</u> -Principal	1.2. School has a system for PLCs to record and report during-the-	1.2. <u>2x per year</u> District Baseline and Mid-

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		<p>conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the <u>Plan-Do-Check-Act model</u> to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it? <p><u>Actions/Details</u> <u>Within PLCs:</u> -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate minimum 3 times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming</p>	<p>-AP -Academic Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -PLC logs turned into administration/coaches provides feedback -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>Year Testing Semester Exams <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
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			<p>lessons/units using the 5E Instructional Model.</p> <p>--Reflect on the outcome of lessons taught</p> <p>--Analyze checks for understanding and core curriculum assessments.</p> <p>--Act on the core curriculum data by planning interventions for the whole class or small group.</p> <p>-PLCs will generate SMART goals for upcoming units of instruction.</p> <p>-PLCs will report SMART goal data through their logs.</p> <p>As a Science Department</p> <p>-PLC, share action plan successes and challenges of the grade levels courses.</p> <p>-PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.</p>			
		<p>1.3</p> <p>-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p> <p>-Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.3</p> <p><u>Strategy</u></p> <p>Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, <u>scientific processes, laboratory experiences, and uses of technology</u> (animations, probeware, digital microscopy).</p> <p><u>Action Steps</u></p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching,</p>	<p>1.3</p> <p><u>Who</u></p> <p>Principal APC Academic Coach/SAL Classroom Teachers</p> <p><u>How Monitored</u></p> <p>-Classroom walk-throughs observing this strategy.</p>	<p>1.3</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress</p>	<p>1.3</p> <p><u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>-Unit assessments</p>

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		<p>teaching, and modeling technology and hands-on strategies.</p> <p>-Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the 5E Instructional Model.</p> <p>-Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.</p> <p>-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.</p> <p>-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.</p> <p>-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week. This data is then reported on the Science PLC log.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and</p>		<p>towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Academic Coach/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p> <p><u>Science Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 3% to 8%.</p>		<p>2.1</p> <p>-Not all teachers have received the CCLS for Science overview.</p> <p>-Not all teachers understand how to integrate close reading with the 5E instructional model.</p> <p>-Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>2.1</p> <p><u>Strategy</u></p> <p>Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers regularly engage students in the <u>close reading model</u> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts.</p> <p><u>Action Steps</u></p> <p><i>Professional Development</i></p> <p>-The Reading Coach along with the Departmental Leaders/Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</p> <p>-Teachers within departments attend professional development provided by the district/school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p>	<p>2.1</p> <p><u>Who</u></p> <p>Principal AP Science Coach/SAL Reading Coach Reading Leadership Team Science Content Teachers</p> <p><u>How Monitored</u></p> <p>Administration, Coach, SAL walk-throughs -PLC logs turned into administration. -Administration provides feedback.</p>	<p>Science PLC Resource meetings Reading Leadership Team</p> <p>PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p><u>3x-per year</u></p> <p>District level baseline, mid-year, and pre-EOC administration</p> <p>Semester Exams</p> <p><u>During the Grading Period</u></p> <p>-mini-assessments -unit assessments</p>
	<p>2012 Current Level of Performance:*</p> <p>3%</p>	<p>2013 Expected Level of Performance:*</p> <p>8%</p>				

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				<p><i>In PLCs/Department</i></p> <ul style="list-style-type: none"> -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage -To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous - Teachers debrief lesson implementation to determine effectiveness and level of student comprehension and retention of the text. <p>Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. -Ask text-based questions that require close reading of the text and multiple reads of 			
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				the text. <i>During the lessons, students:</i> -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence. -Write in response to essential question using textual evidence.			
			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 PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities (animations/Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 6-8	Reading Coach Science Coach/SAL Reading Leadership Team	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach

End of Science Goals

Writing/Language Arts Goals

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.			-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students Do: -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points	Who Principal APC Academic Coach/SAL District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 70% to 75%.	2012 Current Level of Performance: * 70%	2013 Expected Level of Performance: * 75%					

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				<p>-Daily/ongoing conferencing</p> <p><u>Check:</u> Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs</p> <p><u>Act:</u> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)</p>			
		<p>1.2. -Improve the teaching of reading skills of Language Arts teachers. -Become more proficient at pacing and teaching Springboard lessons.</p>	<p>1.2 <u>Strategy</u> Students' reading, writing, language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.</p> <p><u>Action Steps</u> <u>Within PLCs</u> <u>Before the unit</u> -Create norms. -Unpack an assessment and</p>	<p>1.2. <u>Who</u> -Principal -AP -Instruction Coaches / Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs calculate the</p>	<p>1.2. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>	

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			<p>rubric. -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. -Discuss the student's curriculum checklist. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.</p> <p><u>During the unit</u> -Determine: --What is working? --Is there a need to enrich the</p>	<p>feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis. -Administrative walk-throughs looking for 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 monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Academic Coach shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	
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		<p>instruction? How? --What isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/SWD being met? --How can civics be added into instruction? --Is there a need for a demonstration classroom and/or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding. -Discuss effective student placement (If plausible discuss how classroom environment might help a student that is struggling in a class. Could a change of class period or teacher help?) -Plan strategies to differentiate -Plan higher order thinking questions. -Discuss portfolio implementation (Success/Barriers). -Discuss baseline data/data from anchor activities/data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists.</p> <p><u>During the assessment</u> -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges.</p> <p><u>After the assessment</u> Participate in an assessment</p>			
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			<p>Norming session (Data to be discussed after EAs are all scored).</p> <p><u>After all assessments have been scored</u></p> <ul style="list-style-type: none"> -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios. -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. -Recognize successes and celebrate. <p><i>In the classroom</i></p> <p><u>During the lessons, teachers:</u></p> <ul style="list-style-type: none"> -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction. -Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson 			
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			<p>and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u></p> <ul style="list-style-type: none"> -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment. -Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. <p><u>After the lessons, teachers:</u></p> <ul style="list-style-type: none"> -Post exemplars of student work. -Self reflect on lessons. 			
		<p>1.3. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.3. <u>Strategy</u> Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a</p>	<p>1.3 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.</p>	<p>1.3. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>

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			<ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p><u>Actions/Details</u> -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.</p>	unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.		
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Writing/Language Arts Professional Development

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

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							Coach/SAL PLC Facilitators
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End of Writing Goals

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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 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets monthly.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. The attendance rate will increase from 91.96% in 2011-2012 to 94% in 2012-2013.	91.96%	94%					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	193	185					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	5	3					
			1.2 High number of referrals resulting in ATOSS offerings; students and/or parents choosing not to attend.	1.2 Using school-wide CHAMPS and PBS to encourage proper behavior and attendance. Guidance counselors and Social Worker conduct small group sessions regarding attendance challenges.	1.2 Monthly reports created by Guidance Counselors, Social Worker, and School-wide Attendance Committee. Monitored monthly by the PSLT.	1.2 Attendance committee will monitor the attendance data from the targeted group of students.	1.2 Instructional Planning Tool Attendance/Tardy data Ed Connect
			1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee	1.3 Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data	Instructional Planning Tool Attendance/Tardy data

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			(which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.		for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	6-8	AP	School-wide	September and then as needed basis	Random check of EdLine postings	AP/ Media Specialist responsible for Edline
PBS (Positive Behavior Support)	6-8	Psychologist	School-wide	Pre-planning and On-going	Random attendance check of targeted students.	Attendance Committee

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 <u>Tier 1</u> -Positive Behavior Support (PBS) and CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in	1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%.	725	653					
	2012 Total Number	2013 Expected					

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<p>2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p>of Students Suspended In-School</p> <p>330</p>	<p>Number of Students Suspended In-School</p> <p>300</p>	<p>methods for teaching and reinforcing the school-wide rules and expectations.</p> <p>-Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.</p> <p>-Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators).</p> <p>-The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p>			
	<p>2012 Number of Out-of-School Suspensions</p> <p>633</p>	<p>2013 Expected Number of Out-of-School Suspensions</p> <p>570</p>				
	<p>2012 Total Number of Students Suspended Out-of-School</p> <p>249</p>	<p>2013 Expected Number of Students Suspended Out-of-School</p> <p>225</p>				
						1.2.
						1.3.

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Positive Behavior Support (PBS)</p>	<p>6-8</p>	<p>Psychologist</p>	<p>School-wide</p>	<p>Pre-planning and on-going</p>	<p>Administration, district RtI facilitator and guidance walk-throughs</p>	<p>Administration, district RtI facilitator and guidance walk-throughs</p>
<p>CHAMPS</p>	<p>6-8</p>	<p>Psychologist</p>	<p>School-wide</p>	<p>Pre-planning and on-going</p>	<p>Administration, district RtI facilitator and guidance walk-throughs</p>	<p>Administration, district RtI facilitator and guidance walk-throughs</p>

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End of Suspension Goals

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.	1.1 Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8	1.1 APC Guidance	1.1 Checking student schedules	1.1.
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. <i>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
			1.2.	1.2 Health and physical activity initiatives developed and implemented by the Principal’s designee.	1.2 Principal’s designee.	1.2 Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3 Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.3 Physical Education Teacher	1.3 Classroom walk-throughs Class schedules	1.3 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

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Continuous Improvement Goal(s)

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

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 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 <u>Who</u> Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
Continuous Improvement Goal #1:	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 60% in 2012 to 75% in 2013.	60% (36)	75% (45)					

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

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				meetings)		
PLCs						
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet three times per month for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: <i>N/A – Not enough students in category</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: <i>N/A – Not enough students in category</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1. Highly mobile ELL student population.	1.1. Improved ELL parent involvement, aimed at educating parents on the importance of continuity of school enrollment. Three ELL Parent Nights, in addition to subject-area Parent Nights to promote parent involvement and emphasize the importance of education. Offer parents use of Rosetta Stone software for language acquisition.	1.1. Monitoring of outreach initiatives by using parent sign-in sheets and parent surveys.	1.1. Data will be used to determine the effectiveness of student and parent involvement offerings.	1.1. Monitor ELL enrollment statistics from the district reporting system. Monitor for multiple enrollments and withdrawals.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 35% to 40%	2012 Current Percent of Students Proficient in Listening/Speaking: 35%					
		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. Limited number of ELL paraprofessionals available for classroom support.	2.1. School-wide training on ELL strategies conducted by ESOL teacher and ERT, to overcome the challenge of a limited number of paras.	2.1. Monitor attendance at faculty training.	2.1. Determine number of faculty members that attend and implement strategies learned in ELL training.	2.1. Leadership team walk-thru's ERT and ESOL teacher walk-thru's Monitored by RTI team
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 20% to 25%.	2012 Current Percent of Students Proficient in Reading : 20%					

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		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	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 23% to 28%.	2012 Current Percent of Students Proficient in Writing : 23%					
		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.

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		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.
<u>Mathematics Goal G:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box.						
			G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.

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

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

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box.							
			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.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	
			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

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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: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.			J.1.	J.1.	J.1.	J.1.	J.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			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: Enter narrative for the goal in this box.	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.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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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 Organization chapters from 0 in 2011-2012 to 1 in 2012-2013. Increase the student membership from 0 in 2011-2012 to 10 in 2012-2013.	1.1.	1.1. Increase student participation in CTSO competitions/events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (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
Establishing a CTSO.	6-8	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

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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		
<input type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Actively recruiting parent and business community members.

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 3: Increase Learning Gains	Incentives for active student engagement during FAIR testing	\$800	
Final Amount Spent			