FLORIDA DEPARTMENT OF EDUCATION

Woodrow Wilson Middle School
School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Woodrow Wilson Middle School	District Name: Hillsborough County
Principal: Colleen V. Faucett	Superintendent: Mary Ellen Elia
SAC Chair: Kelly Kumka and Andrea Nadicksbernd	Date of School Board Approval: Pending School Board Approval

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

List your school's highly 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	Colleen Faucett	Bachelors-Elem. Ed. MEd-Ed Leadership Elem Ed (1-6) School Principal (K-12) ESOL	3	15	11-12 A 10-11 A – 97% AYP (Wilson MS) 09-10 A – 90% AYP (Wilson MS)
Assistant Principal	Keensha Parham	Exceptional Education Med-Ed Leadership Ed Leadership (K-12) VE (K-12)	2	2	11-12 A 10-11 C – 72% AYP (Monroe MS) 09-10 B – 87% AYP (Tampa Bay Tech)
Assistant Principal	Colin Gerding	English (6-12) Educational Leadership	0	0	11-12 A 10-11 A – 79% AYP (Burns)

		Gifted Endorsement ESOL Endorsement			09-10 A – 85% AYP (Burns)

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	Jenifer Thompson	Bachelors-Communication Studies	3	3	11-12 A 10-11 A – 97% AYP (Wilson MS) 09-10 A – 90% AYP (Wilson MS)

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers • 2 out of field – one in ESOL and the other in Gifted	**Administrators** Meet with the teachers two times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification

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
49	2% = 1	22% - 11	37$ - 17	39% - 19	31% - 15	100% - 49	10% - 5	10% - 5	33% - 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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anna Becker	Beth Calzon	Anna is the Math Subject Area Leader.	Planning according a mutually agreed upon schedule.
Leslie Gallagher	Beth Calzon	Leslie if a District Mentor.	Planning according a mutually agreed upon schedule.

Additional Requirements

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The Leadership team includes: • Principal • Assistant Principal for Curriculum • Assistant Principal for Administration • Guidance Counselor • School Psychologist • Social Worker • Academic Coaches (Reading) • ESE teacher s • Subject Area Leader, as needed. • Team Leaders , as needed. • SAC Chair (Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The Leadership team meets once a month or more frequently if needed. Specific responsibilities include:
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive).
• Create, manage and update the school resource map.
• Ensure the master schedule and school calendar incorporates allocated time for intervention, both remedial and enrichment, in all subject areas.
• Reviews counselors, in coordination with staff, plans for Tier 3 interventions.
• Ensures that there is certified appropriate staff to teach Tier 1, Tier 2 and Tier 3 interventions.
• Reviews systematic data collection provided by the subject area leaders.
• Strengthen the Tier 1 (core curriculum) instruction through the:
    o Implementation and support of PLCs
    o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding.
    o Use of common assessments by teachers teaching the same grade/subject area/course.
    o Implementation of research-based scientifically validated instructional strategies and/or interventions.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
    - o Use the problem-solving model when analyzing data:
    - o Identify the problem in multiple areas.
    - o Develop and test hypotheses about why student/school problems are occurring.
    - o Develop and target interventions based on confirmed hypotheses.
    - o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
    - o Review progress monitoring data at regular intervals to determine when student(s) need more or less support.
    - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
    - o Assess the implementation of the strategies on the SIP using the following questions:
        1. Does the data show implementation of strategies are resulting in positive student growth?
        2. To what extent are we making progress toward the school's SIP goals?
        3. If we are making progress, what can we do to sustain what is working?
        4. What barriers to implementation are we facing and how will we address them?
        5. What should we do next? What should be our plan of action?

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/ AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Serie	Leadership Team, PLCs, individual teachers

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Sagebrush (IPT)	ELL Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/

Describe the plan to train staff on MTSS.

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

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by EET evaluation data, will occur during faculty meeting times or rolling inservice trainings. 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 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 and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

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

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

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

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

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

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

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

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

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

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

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

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

monthly written update allows the reading supervisor to monitor the progress of each coach's action plan. The reading coach will meet weekly with the principal to provide an update as to schoolwide support.

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 and will be coordinated by the AVID site team. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

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

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: **Students scoring proficient in reading (Level 3-5).** <u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 78% to 80%	<u>2012 Current Level of Performance:*</u> **78%**	<u>2013 Expected Level of Performance:*</u> **80%**	1.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	1.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	1.1 <u>Who</u> -Principal -AP -Reading Coach -Subject Area Leaders <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	1.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	1.1 <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

			1.2.	1.2.	1.2.	1.2.	1.2.
			-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	**Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Principal -APs -Reading Coaches -Subject Area Leaders How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -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.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3x per year - FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
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**

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

2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in reading.			2.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	2.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 5. What is it we expect them to learn? 6. How will we if they have learned it? 7. How will we respond if they don't learn? 8. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	2.1 **Who** -Principal -AP -Reading Coach -Subject Area Leaders **How** PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	2.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	2.1 3x per year FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 55% to 57%.	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **57%**					
			2.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	2.2 **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent	2.2 **Who** -Principal -APs -Reading Coaches -Subject Area Leaders **How** -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs	2.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their	2.2 3x per year - FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard

			questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -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.	individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	3.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 9. What is it we expect	3.1 Who -Principal -AP -Reading Coach -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed.	3.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	3.1 3x per year FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 72 points to 74 points.	2012 Current Level of Performance:* **72 pts**	2013 Expected Level of Performance:* **74 pts**					

				10. How will we if they have learned it? 11. How will we respond if they don't learn? 12. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	-Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.		and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
			3.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	3.2 **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists	3.2 Who -Principal -APs -Reading Coaches -Subject Area Leaders How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate	3.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the	3.2 3x per year - FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

			students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	the walk-through data school-wide and shares with staff the progress of strategy implementation.	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**
4. FCAT 2.0: **Points for students in Lowest 25% making learning gains in reading.** Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 70 points to 72 points.	2012 Current Level of Performance:* **70 pts**	2013 Expected Level of Performance:* **72 pts**	4.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	4.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 13. What is it we expect them to learn? 14. How will we if they have learned it? 15. How will we respond if they don't learn? 16. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act log to guide their discussion and way of work. Discussions are summarized	4.1 Who -Principal -AP -Reading Coach -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	4.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	4.1 3x per year FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

				on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.			

| | | | 4.2
-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.
-Training all content area teachers | 4.2
Common Core Reading Strategy Across all Content Areas
Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning.   All content area teachers are responsible for implementation.

Action Steps
Action steps for this strategy are outlined on grade level/content area PLC action plans. | 4.2
Who
-Principal
-APs
-Reading Coaches
-Subject Area Leaders

How
-Reading PLC Logs
-Language Arts PLC Logs
-Social Studies PLC Logs
-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.
-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. | 4.2
Teacher Level
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal
PLC Level
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
-For each class/course, PLCs chart their overall progress towards the SMART Goal.
Leadership Team Level
- Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction. | 4.2
3x per year
- FAIR

During the Grading Period
Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments. |

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

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

5A. Student subgroups by ethnicity			5A.1	5A.1	5A.1	5A.1	5A.1

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**

Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 86% to 87% The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 40% to 46% The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 70% to 73%.	2012 Current Level of Performance:* White: 86% Black: 40% Hisp.: 70% Asian: Y American Indian: NA	2013 Expected Level of Performance:* White: 87% Black: 46% Hisp.: 73% Asian: American Indian: NA

Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
5A.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	5A.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 17. What is it we expect them to learn? 18. How will we if they have learned it? 19. How will we respond if they don't learn? 20. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	5A.1 Who -Principal -AP -Reading Coach -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	5A.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	5A.1 3x per year FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

| | | | 5A.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 | 5A.1
Common Core Reading Strategy Across all Content Areas
Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation.

Action Steps
Action steps for this strategy are outlined on grade level/content area PLC action plans. | 5A.1
Who
-Principal
-APs
-Reading Coaches
-Subject Area Leaders

How
-Reading PLC Logs
-Language Arts PLC Logs
-Social Studies PLC Logs
-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.
-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. | 5A.1
Teacher Level
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal
PLC Level
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
-For each class/course, PLCs chart their overall progress towards the SMART Goal.
Leadership Team Level
- Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction. | 5A.1
3x per year
- FAIR

During the Grading Period
Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments. |
| 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** |

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

<table>
<tr>
<td colspan="3">5B. Economically Disadvantaged students not making satisfactory progress in reading.</td>
<td>5B.1
-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.</td>
<td>5B.1
Strategy
Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:
21. What is it we expect them to learn?
22. How will we if they have learned it?
23. How will we respond if they don't learn?
24. How will we respond if they already know it?

Actions/Details
-Grade level/like-course PLCs use a Plan-Do-Check-Act 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.</td>
<td>5B.1
<u>Who</u>
-Principal
-AP
-Reading Coach
-Subject Area Leaders

<u>How</u>
PLCS turn their logs into administration and/or coach after a unit of instruction is complete. .
-Administrators and coaches attend targeted PLC meetings as needed.
-Progress of PLCs discussed at Leadership Team
-Administration shares the data of PLC visits with staff on a regular basis.</td>
<td>5B.1
School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.</td>
<td>5B.1
<u>3x per year</u>
FAIR

<u>During the Grading Period</u>
Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.</td>
</tr>
<tr>
<td><u>Reading Goal #5B:</u>

The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 52% to 57%</td>
<td><u>2012 Current Level of Performance:*</u>

52%</td>
<td><u>2013 Expected Level of Performance:*</u>

57%</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>5B.2
-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.
-Training all content area teachers</td>
<td>5B.2
Common Core Reading Strategy Across all Content Areas
Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent</td>
<td>5B.2
<u>Who</u>
-Principal
-APs
-Reading Coaches
-Subject Area Leaders

<u>How</u>
-Reading PLC Logs
-Language Arts PLC Logs
-Social Studies PLC Logs</td>
<td>5B.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 development of their</td>
<td>5B.2
<u>3x per year</u>
- FAIR

<u>During the Grading Period</u>
Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard</td>
</tr>
</table>

			questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -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.	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> - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	5C.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 25. What is it we expect	5C.1 <u>Who</u> -Principal -AP -Reading Coach -Subject Area Leaders <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed.	5C.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	5C.1 <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 29% to 36%.	2012 Current Level of Performance:* **29%**	2013 Expected Level of Performance:* **36%**					

				26. How will we if they have learned it? 27. How will we respond if they don't learn? 28. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	-Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.		and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
		5C.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	5C.2 **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists	5C.2 Who -Principal -APs -Reading Coaches -Subject Area Leaders How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the	5C.2 3x per year - FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

				the walk-through data school-wide and shares with staff the progress of strategy implementation.	Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.			
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 the analysis of student achievement data...			5D.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	5D.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 29. What is it we expect them to learn? 30. How will we if they have learned it? 31. How will we respond if they don't learn? 32. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act log to guide their discussion and way of work. Discussions are summarized	5D.1 Who -Principal -AP -Reading Coach -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	5D.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	5D.1 3x per year FAIR During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%,	2012 Current Level of Performance:* **33%**	2013 Expected Level of Performance:* **40%**

				on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.			

| | | | 5D.2
-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.
-Training all content area teachers | 5D.2
Common Core Reading Strategy Across all Content Areas
Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation.

Action Steps
Action steps for this strategy are outlined on grade level/content area PLC action plans. | 5D.2
Who
-Principal
-APs
-Reading Coaches
-Subject Area Leaders

How
-Reading PLC Logs
-Language Arts PLC Logs
-Social Studies PLC Logs
-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.
-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. | 5D.2
Teacher Level
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal
PLC Level
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
-For each class/course, PLCs chart their overall progress towards the SMART Goal.
Leadership Team Level
- Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction. | 5D.2
3x per year
- FAIR

During the Grading Period
Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments. |

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
Reading across all content areas.	All	Reading Coach	All Teachers	Monthly	Walk-Throughs and informal observations	Admin Team, Reading Coach and SALs
Implementing PLCs with the Plan, Do, Check Model of Planning and Intervention	All	Maggie Wojtkowiak and Stephanie Frost	All teachers	Preplanning	PLC Logs	Admin and SALs

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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	1.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 33. What is it we expect them to learn? 34. How will we if they have learned it? 35. How will we respond if they don't learn? 36. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	1.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	1.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	1.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

Mathematics Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 82% to 84%.

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
82%	**84%**

		1.2.	1.2.	1.2.	1.2.	1.2.
		-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	Who -Principal -APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3x per year - Formatives During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their	2.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning.	2.1 Who -Principal -AP -Subject Area Leaders	2.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	2.1 4x per year Formative Assessments During the Grading Period
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 87% to 89%.	**87%**	**89%**	leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	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: 37. What is it we expect them to learn? 38. How will we if they have learned it? 39. How will we respond if they don't learn? 40. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	<u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.		Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
			2.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	2.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to	2.2 <u>Who</u> -Principal -APs -Math and Science Subject Area Leaders <u>How</u> -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and	2.2 <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 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.	2.2 <u>3x per year</u> - Formatives <u>During the Grading Period</u> Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section

			support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	-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> - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	and Chapter Tests – Reading: FAIR data, and Voyager assessments.
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**

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.** <u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points.	2012 Current Level of Performance:* **81 pts.**	2013 Expected Level of Performance:* **83 pts.**	3.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	3.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 41. What is it we expect them to learn? 42. How will we if they have learned it? 43. How will we respond if they don't learn? 44. How will we respond if they already know it? **Actions/Details** -Grade level/like-course	3.1 <u>Who</u> -Principal -AP -Subject Area Leaders <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	3.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	3.1 <u>4x per year</u> Formative Assessments <u>During the Grading Period</u> Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

				PLCs use a Plan-Do-Check-Act 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.			
			3.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	3.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	3.2 Who -Principal -APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	3.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2 3x per year - Formatives During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	4.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 45. What is it we expect them to learn? 46. How will we if they have learned it? 47. How will we respond if they don't learn? 48. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	4.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	4.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	4.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 points to 72 points.	2012 Current Level of Performance:* **62 pts.**	2013 Expected Level of Performance:* **72 pts.**					
			4.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	4.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-	4.2 Who -Principal -APs -Math and Science Subject Area Leaders How	4.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to	4.2 3x per year - Formatives During the Grading Period Common assessments that are part of the core

		-Training all math and science eachers	order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	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> - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Math Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1 -PLCs struggle with how to structure	5A.1 **Strategy** Student achievement	5A.1 <u>Who</u> -Principal	5A.1 School has a system for PLCs to record and report during-	5A.1 <u>4x per year</u> Formative Assessments	

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

Mathematics Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 90 to 90% The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 51% to 56% The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 82% to 84%	White:Y Black:51% Hispanic:Y Asian:82% American Indian:NA	White: Black:56% Hispanic: Asian:84% American Indian:NA	curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	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: 49. What is it we expect them to learn? 50. How will we if they have learned it? 51. How will we respond if they don't learn? 52. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	-AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	the-grading period SMART goal outcomes to staff on an as needed basis.	During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
			5A.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	5A.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math	5A.2 Who -Principal -APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-	5A.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher	5A.2 3x per year - Formatives During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes!

	comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	5B.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 53. What is it we expect them to learn? 54. How will we if they have learned it? 55. How will we respond if they don't learn? 56. How will we respond if they already know it?	5B.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	5B.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	5B.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Mathematics Goal #5B: The percentage of Economically Disadvantaged _students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 60% to 64%.	2012 Current Level of Performance:* **60%**	2013 Expected Level of Performance:* **64%**					

			Actions/Details -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.			
		5B.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	5B.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC	5B.2 Who -Principal -APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	5B.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5B.2 3x per year - Formatives During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

			action plans.			
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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	5C.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 57. What is it we expect them to learn? 58. How will we if they have learned it? 59. How will we respond if they don't learn? 60. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	5C.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	5C.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	5C.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 52% to 57%.	2012 Current Level of Performance:* **52%**	2013 Expected Level of Performance:* **57%**					
			5C.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is	5C.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex	5C.2 Who -Principal -APs -Math and Science Subject Area Leaders	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	5C.2 3x per year - Formatives During the Grading Period

		being rolled out in 12-13. -Training all math and science eachers	problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	5D.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:	5D.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed.	5D.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	5D.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes!

Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 40% to 46%	2012 Current Level of Performance:* **40%**	2013 Expected Level of Performance:* **46%**

				61. What is it we expect them to learn? 62. How will we if they have learned it? 63. How will we respond if they don't learn? 64. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	-Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.		Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
			5D.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	5D.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and	5D2 <u>Who</u> -Principal -APs -Math and Science Subject Area Leaders <u>How</u> -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	5D.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 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>	5D.2 <u>3x per year</u> - Formatives <u>During the Grading Period</u> Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

| | | | Science content area teachers are responsible for implementation.

Action Steps
Action steps for this strategy are outlined on grade level/content area PLC action plans. | | - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction. | |

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 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	1.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 65. What is it we expect them to learn? 66. How will we if they have learned it? 67. How will we respond if they don't learn? 68. How will we respond if they already know it?	1.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	1.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	1.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 87%% to 89%.	2012 Current Level of Performance:* **87%**	2013 Expected Level of Performance:* **89%**					

				Actions/Details -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.			
			1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	1.2. Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.2. Who -Principal -APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2. 3x per year - Formatives During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	2.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 69. What is it we expect them to learn? 70. How will we if they have learned it? 71. How will we respond if they don't learn? 72. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	2.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	2.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	2.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 59% to 61%.	2012 Current Level of Performance:* **59%**	2013 Expected Level of Performance:* **61%**					
			2.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is	2.2 Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex	2.2 Who -Principal -APs -Math and Science Subject Area Leaders	2.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	2.2 3x per year - Formatives During the Grading Period

		being rolled out in 12-13. -Training all math and science eachers	problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	<u>How</u> -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	-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> - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

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
Analyzing first semester exams	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
Reading across all content areas.	All	Reading Coach	All Teachers	Monthly	Walk-Throughs and informal observations	Admin Team, Reading Coach and SALs
Implementing PLCs with the Plan, Do,	All	Maggie Wojtkowiak	All teachers	Preplanning	PLC Logs	Admin and SALs

Check Model of Planning and Intervention		and Stephanie Frost				

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 74% to 76%.	2012 Current Level of Performance:* **74%**	2013 Expected Level of Performance:* **76%**	1.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	1.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 73. What is it we expect them to learn? 74. How will we if they have learned it? 75. How will we respond if they don't learn? 76. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	1.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	1.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	1.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
			1.2. -Teachers knowledge base of this strategy needs	1.2. Common Core Questions of all types and	1.2. Who -Principal	1.2. Teacher Level -Teachers reflect on lesson	1.2. 3x per year - Formatives

		professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper understanding. Math and Science content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	2.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers	2.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. .	2.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	2.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts:

Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 23% to 32%.	2012 Current Level of Performance:* **23%**	2013Expected Level of Performance:* **32%**

				focus on the following four questions: 77. What is it we expect them to learn? 78. How will we if they have learned it? 79. How will we respond if they don't learn? 80. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	-Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.		SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.
			2.2 -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all math and science eachers	2.2. Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex problems. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student math comprehension improves when students are required to provide evidence to support their answers. Scaffolding of students' grappling with complex problems through well-crafted question assists students in discovering and achieving deeper	2.2. Who -Principal -APs -Math and Science Subject Area Leaders How -Math and Science PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator aggregate the walk-through data school-wide and shares with	2.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level	2.2. 3x per year - Formatives During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.

| | | | understanding. Math and Science content area teachers are responsible for implementation.

Action Steps
Action steps for this strategy are outlined on grade level/content area PLC action plans. | staff the progress of strategy implementation. | - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction. | |

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
Reading across all content areas.	All	Reading Coach	All Teachers	Monthly	Walk-Throughs and informal observations	Admin Team, Reading Coach and SALs
Implementing PLCs with the Plan, Do, Check Model of Planning and Intervention	All	Maggie Wojtkowiak and Stephanie Frost	All teachers	Preplanning	PLC Logs	Admin and SALs

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. Writing/LA Goal #1: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 71% to 75%.	2012 Current Level of Performance:* **71%**	2013 Expected Level of Performance:* **75%**	1.1 -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act log.	1.1 **Strategy** Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 81. What is it we expect them to learn? 82. How will we if they have learned it? 83. How will we respond if they don't learn? 84. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a Plan-Do-Check-Act 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.	1.1 Who -Principal -AP -Subject Area Leaders How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. . -Administrators and coaches attend targeted PLC meetings as needed. -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a regular basis.	1.1 School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to staff on an as needed basis.	1.1 4x per year Formative Assessments During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments.)
			2.2 -Teachers knowledge base of this strategy needs	2.2 **Common Core Reading Strategy Across all Content**	2.2 Who -Principal	2.2 Teacher Level -Teachers reflect on lesson	2.2 3x per year - FAIR

| | | | professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers | **Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans. | -APs -Reading Coaches -Subject Area Leaders **How** -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -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. | outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level - Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. | During the Grading Period Common assessments that are part of the core curriculum. Math: section and chapter tests along with SpringBoard assessments - Language Arts: SpringBoard assessments and Writes! Data – Science: section and chatper assessments – Social Studies – Section and Chapter Tests – Reading: FAIR data, and Voyager assessments. |

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

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

Writing Holistic Scoring Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal APC SAL PLC Facilitators
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Reading across all content areas.	All	Reading Coach	All Teachers	Monthly	Walk-Throughs and informal observations	Admin Team, Reading Coach and SALs
Implementing PLCs with the Plan, Do, Check Model of Planning and Intervention	All	Maggie Wojtkowiak and Stephanie Frost	All teachers	Preplanning	PLC Logs	Admin and SALs

End of Writing Goals

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

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance Attendance Goal #1: 1. The attendance rate will increase from 95.64% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.	2012 Current Attendance Rate:* **95.64%** 2012 Current Number of Students with Excessive Absences (10 or more) **8** 2012 Current Number of Students with Excessive Tardies (10 or more) **16**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **7** 2013 Expected Number of Students with Excessive Tardies (10 or more) **14**	1.1 -Attendance committee needs to meet on a regular basis throughout the school year.	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 every week.	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
			1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (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	1.2 Social Worker Guidance Counselor PSLT	1.2 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	01.3 Instructional Planning Tool Attendance/Tardy data

			20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.			

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 Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension Suspension Goal #1: Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 5%. 2. The total number of students receiving In-School Suspension throughout the school year will decrease by 5%. 3. The total number of	2012 Total Number of In –School Suspensions **96** 2012 Total Number of Students Suspended In-School **57** 2012 Number of Out-of-School Suspensions	2013 Expected Number of In- School Suspensions **90** 2013 Expected Number of Students Suspended In -School **54** 2013 Expected Number of Out-of-School Suspensions	1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 Tier 1 -There will be school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -The data is shared with	1.1 Who -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.	1.1 UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data

| Out-of-School Suspensions will decrease by 5%.

4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 5%. | **78**

2012 Total Number of Students Suspended Out- of- School

51 | **74**

2013 Expected Number of Students Suspended Out- of-School

48% | | faculty at a monthly meeting, tracking the overall improvement of the faculty.

-Where needed, administration conducts individual teacher walk-through data chats. | | | |

Suspension Professional Development

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

End of Suspension Goals

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Parent Involvement Parent Involvement Goal #1: Based on the *School Climate and Perception Survey for Parents,* the percentage of parents who strongly agree with the indicators under Communication will increase from 80.3% to 82%.	2012 Current level of Parent Involvement:* **80.3%**	2013 Expected level of Parent Involvement:* **82%**	1.1 -Consistency of parent contact school-wide.	1.1During the course of the nine weeks, whenever a student has a two letter grade drop in academics or conduct, the teacher will contact the parent. Parent contact will be documented. (*Standard Waiver*)	1.1 APs	1.1 Administration reviews Parent Communication Logs at the end of each nine weeks for those students with dropped grades.	1.1 Parent Communication Logs

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. Parent Involvement Parent Involvement Goal #2: Based on the *School Climate and Perception Survey for Parents,* the percentage of parents who strongly agree with the indicators under Student Learning will increase from 80.2% in to 82%.	2012 Current level of Parent Involvement:* **80.2%**	2013 Expected level of Parent Involvement:* **82%**	1.1 Parents who cannot attend nightly school academic nights	1.1 Offer morning sessions for parents before work.	1.1 AP	1.1 Collect agenda, sign-in sheet, and survey of specific activity.	1.1 Specific parent survey results of the activity.

Parent Involvement Professional Development

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal 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 90% on the Pretest to 100% on the Posttest.	2012 Current Level :* **90%**	2013 Expected Level :* **100%**	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.APC Guidance	1.Checking student schedules	1. Pacer
			1.2.	**2.** Health and physical activity initiatives developed and implemented by the Principal's designee.	**2.** Principal's designee.	**2.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	**3.** Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	**3.** Physical Education Teacher	**3.** Classroom walk-throughs Class schedules	**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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				meetings)		

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal Continuous Improvement Goal #1: Based on the *School Climate and Perception Survey for Parents,* the percentage of parents who strongly agree with the indicators under Communication will increase from 80.3% to 82%	2012 Current Level :* **80.3%**	2013 Expected Level :* **82%**	1.1 -Consistency of parent contact school-wide.	1.1During the course of the nine weeks, whenever a student has a two letter grade drop in academics or conduct, the teacher will contact the parent. Parent contact will be documented. (*Standard Waiver*)	1.1 APs	1.1 Administration reviews Parent Communication Logs at the end of each nine weeks for those students with dropped grades.	1.1 Parent Communication Logs

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

Woodrow Wilson Middle School has no students who are assessed utilizing the Florida Alternative Assessment. An access points curriculum is not currently offered within our programming. 11.09.11

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: Enter narrative for the goal in this box.	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: Enter narrative for the goal in this box.	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. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 71% to 73%	2012 Current Percent of Students Proficient in Listening/Speaking: **71%**	1.1.	**See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1.	1.1.	1.1.
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. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 50% to 53%	2012 Current Percent of Students Proficient in Reading : **50%**	2.1.	**See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1.	2.1.	2.1.
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	**Student Evaluation Tool**

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

				effectiveness of strategy?	
E. Students scoring proficient in Writing. CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 46% to 48% 2012 Current Percent of Students Proficient in Writing : **46%**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**		2.1.	2.1.	2.1.

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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). Mathematics Goal F: Enter narrative for the goal in this box.	F.1.	F.1.	F.1.	F.1.	F.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	F.2.	F.2.	F.2.	F.2.	F.2.

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

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

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

The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will be maintained at 100%.	**100%**	**100%**		**Goals 1, 2, 4 & 5**			
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. **See Math Goals 1, 2, 4 & 5**	2.1.	2.1.	2.1.
Geometry Goal I: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will be maintained at 96%.	2012 Current Level of Performance:* **96%**	2013 Expected Level of Performance:* **96%**					

End of Geometry EOC Goals

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NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

J. **Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).**			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

Woodrow Wilson Middle School has no students who are assessed utilizing the Florida Alternative Assessment. An access points curriculum is not currently offered within our programming. 11.09.11

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.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase the student enrollment in our one CTE elective from 14 in 2011-2012 to 22in 2012-2013.	1.1. PE requirement	1.1. Increase student participation in CTE class.	1.1. CTE Teacher	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Student survey at end of semester to gauge interest and rigor.
	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

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

X Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
All reading, math, writing and science goals	Pay staff for tutorial services, materials and equipment needed to support tutorial services. (xerox paper, ipad charging cart for utilizing ipad applications during ELP and tutorial sessions.	1800.00	1810.60
Final Amount Spent			1810.60