Florida Department of Education

2012-2013
Updated 7/26/12

Adams Middle School

School Improvement Plan (SIP)

PART I: SCHOOL INFORMATION

School Name:	District Name:
Adams Middle School	Hillsborough
Principal:	**Superintendent:**
Heath Beauregard	MaryEllen Elia
SAC Chair:	**Date of School Board Approval:**
Jennifer Dobies	Pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

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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

<u>Highly Qualified Administrators</u>

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Heath Beauregard	Ed.S - Leadership BS – Physical Education MS - VE	1	10	11/12: B 10/11: A 69% AYP 09/10: C 77% AYP 08/09: D 59% AYP
Assistant Principal	Laura Wilton	MEd Linguistics Certifications: Elem Ed 1-6 ESOL K-12 Ed Leadership	7	7	11/12 B 10/11 A 64% AYP 09/10 A 79% AYP 08/09: A 77% AYP

Assistant Principal	Theo Floyd	Certifications:	5	12	11/12 B
		Social Science 6-12			10/11 A 64% AYP
		Middle Grades Endorsement			09/10 A 79% AYP
		Ed Leadership			08/09: A 77% AYP
		School Principal Certification			

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	Tracie Holman	English 6-12 Reading Endorsement Social Science 5-9 ESOL	3	3	11/12: B Reading 42% Math 49% 10/11: A 70% AYP 09/10: A 80% AYP

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Science	Denise Kuhling	General Ed. Science Integrated Middle School Gifted Certification	12	First year	N/A
Writing	Shelley Lambert	English 6-12 ESE K-12 Reading Endorsement ESOL	10	First year	N/A
Math	LeAnn Garcia	Middle Grades Math Gifted Certification	28	4	11/12: B Reading 42% Math 49% 10/11: A 70% AYP 09/10: A 80% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	N/A Not a Renaissance School
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 and/or who are NOT highly effective.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers 7 out of field and not highly qualified	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: ● Preparing and taking the certification exam ● Completing classes need for certification ● Provide substitute coverage for the teachers to observe other teachers ● Discussion of what teachers learned during the observation(s) **Academic Coach** ● The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** ● The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.   When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).
- .n the login screen enter your User ID in the "User ID" field. The User ID contains a full or partial spelling of the last name (e.g. smithj)
  - Enter your password in the "Password" field
  - Click *Login*
  - On the right, click *Reports On Demand*
  - Click on *Document List*
  - Click on "+" next to *Corporate Categories*
  - Click on *SIP*
  - Click on *Staff Demographics* (SP1000)

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
91	3 3%	23 25%	38 42%	27 30%	32 35%	84 92%	15 16%	2 2%	27 30%

Teacher Mentoring Program

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Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kimberland Jackson *(District EET Mentor)*	Michael Wilson Kelly Newcomb Francis Salvador Kelly Cote	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

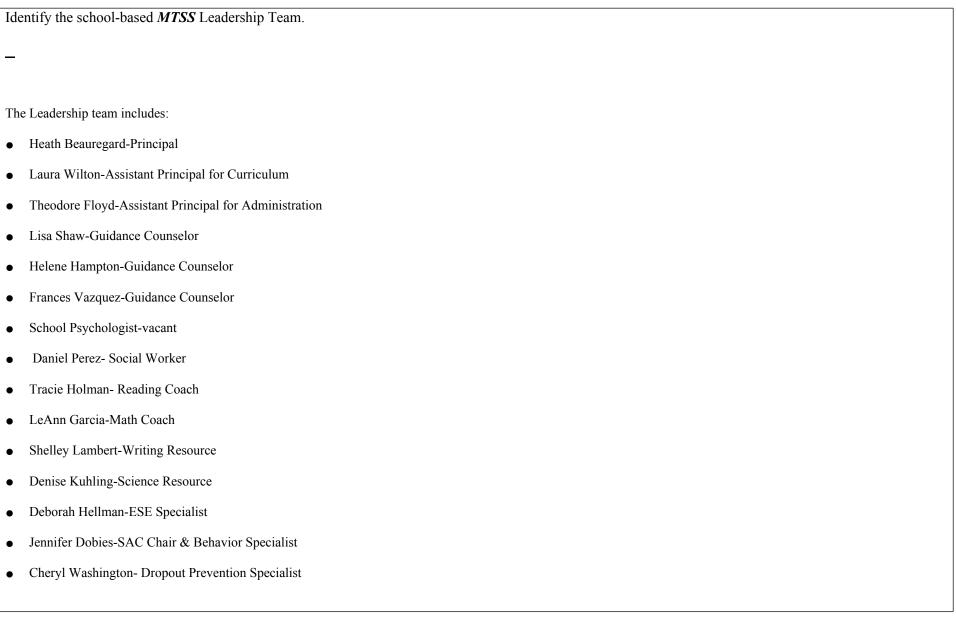| |
|---|
| **Title I, Part C- Migrant**

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met. |
| **Title I, Part D**

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice. |
| **Title II**

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools. |
| **Title III**

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners |
| **Title X- Homeless**

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. |
| **Supplemental Academic Instruction (SAI)**

SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs. |
| **Violence Prevention Programs**

NA |

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Nutrition Programs	
NA	
Housing Programs	
N/A	
Head Start	
We utilize information from students in Head Start to transition into Kindergarten.	
Adult Education	
N/A	
Career and Technical Education	
The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations	
Job Training	
Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations	
Other	
NA	

School-Based MTSS/RtI Team

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Identify the school-based *MTSS* Leadership Team.

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The Leadership team includes:

- Heath Beauregard-Principal

- Laura Wilton-Assistant Principal for Curriculum

- Theodore Floyd-Assistant Principal for Administration

- Lisa Shaw-Guidance Counselor

- Helene Hampton-Guidance Counselor

- Frances Vazquez-Guidance Counselor

- School Psychologist-vacant

- Daniel Perez- Social Worker

- Tracie Holman- Reading Coach

- LeAnn Garcia-Math Coach

- Shelley Lambert-Writing Resource

- Denise Kuhling-Science Resource

- Deborah Hellman-ESE Specialist

- Jennifer Dobies-SAC Chair & Behavior Specialist

- Cheryl Washington- Dropout Prevention Specialist

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

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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?

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Middle

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The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT will meet weekly and use the problem solving process to:

● Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

● Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

    o Morning tutorials for reading, math, L.A., and science

    o Extended Learning Programs after school

    o Weekly school-wide enrichment/intervention sessions

    o SCATT tutoring: one-on-one assistance

    o Intensive Reading and Math classes

    o Pullout FCAT tutorials

    o SES after-school tutoring

    o Small group interventions within intensive reading and intensive math classes

    o Create, manage and update the school resource map

● Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

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- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed

- Strengthen the Tier 1 (core curriculum) instruction through the:

    o   Implementation and support of PLCs

    o   Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*

    o   Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

    o   Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

    o   Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

- Throughout the intervention period, assist in the evaluation of teacher fidelity data and student achievement data collected during the entire duration of intervention implementation (i.e. data collection, progress monitoring, etc.)

- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

- Work collaboratively with the PLCs in the implementation of F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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 PSLT.

- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.

- The School Improvement Plan is the working document that guides the work of the PSLT. 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 PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third Grading Period. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/ consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

● The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the *grade level (elementary) or subject area (middle) or department (high)* PSLT representatives.

● The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

  ○ review and analyze screening and collateral data

  ○ develop and test hypotheses about why student/school problems are occurring (changeable barriers)

  ○ develop and target interventions based on confirmed hypotheses

  ○ establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

  ○ develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

  ○ review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

  ○ assess the fidelity of instruction/intervention implementation and other PS/RtI processes

1.
MTSS Implementation

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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:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/Math Coach/AP/ School Psychologist
Baseline and Midyear District Assessments	Scantron Achievement Series School generated Excel Spreadsheet	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series School generated Excel Spreadsheet	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series School generated Excel Spreadsheet	PSLT, PLCs, individual teachers

FAIR	Progress Monitoring and Reporting Network School generated Excel Spreadsheet	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	School Generated Database	Team Leaders/ PLC Facilitators/PSLT Member
DAR	School Generated Database	Reading Coach/ Reading PLC Facilitator/ Classroom Teacher
Mini-Assessments on specific tested Benchmarks	School Generated Excel Database	Individual Teacher

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

● Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.

● Determine which skills need to be taught with alternative strategies.

● Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.

● Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring

Extended Learning Program (ELP) * *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses *(Middle/High)*	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** *(see below)*	School Generated Database in Excel	PSLT/PLCs

*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time

- have multiple equivalent forms

- are sensitive to small amounts of growth over time.

(Elementary only)

The FAIR Toolkit Ongoing Progress Monitoring measures are one example of this type of assessment that can be used frequently to track student progress in Tiers 2 and 3. The PSLT will work to develop an Excel database to be used by interventionists to enter data from FAIR OPMs and other CBM data for ongoing analysis of outcome data for supplementary and intensive supports. The PLCs (with support from PSLT consultants) will determine how often students will be assessed using CBM during the course of Tier 2 and Tier 3 interventions, but in general CBM progress monitoring will occur at least once per month for instruction at Tier 2 and weekly to bi-monthly for Tier 3. These assessments will provide more immediate feedback to determine if the alternative teaching strategies are working so that decisions can be made concerning continuing, fading, or modifying intervention strategies.

Describe the plan to train staff on *MTSS*.

The Teacher Training Modules, as posted under the RtI Icon, were delivered to faculty members over the course of several faculty meetings during the 2012-2013 school year. PSLT members who attended the district level RtI trainings **and/or the end of the 2011-2012 school year training session** served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving 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* develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data,* will occur during faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support

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

● Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).

● Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

● Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

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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: ● Heath Beauregard-Principal ● Laura Wilton-Assistant Principal for Curriculum ● Tracie Holman-Reading Coach ● Jennifer Aldrich-Media Specialist ● Christina Wilkes- AVID Coordinator ● Heidi Gomez-ESE teacher ● Kendyl Montgomery-Reading teacher ● Daniel Koenig-Social Studies teacher ● John Ellis-Social Studies teacher ● Rebekah Kinsey-Language Arts teacher ● Leann Garcia-Math Resource teacher/SAL ● Shelley Lambert-Writing Resource teacher ● Kristen Titus- Science teacher

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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.

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas

- Professional Development

- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas

- Data analysis (on-going), FAIR, FCAT 2.0, progress monitoring of fluency through all reading classes, and FCIM lessons

- Implementation of school-wide literacy initiative

- Extreme Read

- Fluency Bee

- Book Swap & Book Hunt

- One Book, One School

- Celebrate Literacy Week

- 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.

Use the following statement as a base for your text, making changes/additions where needed. Make sure the text reflects what you are doing in your school.

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

Content area teachers using LDC and/or CIS instructional module for reading

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

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

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

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

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

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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	1.1.	1.1.	1.1.	1.1.	1.1.		
1. FCAT 2.0: **Students scoring proficient/ satisfactory in reading (Level 3-5).**	-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** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/ identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps**	Who -Principal -AP -Instructional Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Science PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/ or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator/ Subject Area Leader/ shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3x per year - FAIR During the Grading Period - Common assessments across content areas (pre, post, mid, section, end of unit, intervention checks)		

		Action steps for this strategy are outlined on grade level/ content area PLC action plans.	observed in PLC meetings on a monthly basis. -EET process -Classroom walk-throughs & evaluations			
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 42% to 45%	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	42%	**45%**				

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 AVID). 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**	Who -Principal -AP -Instructional Coaches -Resource Teachers -Subject Area Leaders/Department Heads/ AVID Site Team How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Science Logs -Elective PLC Logs __ -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-	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. Leadership Team Level -PLC facilitator/ 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 (pre, post, mid, section, end of unit, intervention checks)	

			Action steps for this strategy are outlined on grade level/content area PLC action plans.	wide and shares with staff the progress of strategy implementation.			

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		1.3.	1.3.	1.3.	1.3.	1.3	
		-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	**Common Core Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **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 -AP -Instruction Coaches -Subject Area Leaders/AVID Site Team -PLC facilitators of like grades and/or like courses How -Reading Logs -Language Arts Logs -Social Studies Logs -Science Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/ PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/ courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -PLC facilitator/ 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 (pre, post, mid, section, end of unit, intervention checks)	

			and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.			
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. See Goal 1	2.1.	2.1.	2.1.	

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Reading 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 Reading will increase from 19% to 22%.						
	19%	**22%**				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. **FCAT 2.0: Points for students making Learning Gains in reading.**		**See Goal 1**				

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Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 57 points to 60 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	57 points	**60 points**				
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		**See Goal 1**				

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 59 points to 62 points.							
	59 points	**62 points**					
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						
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
Reading Goal #5:						

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goal 1	5A.1.	5A.1.	5A.1.		

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Reading 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 Reading will increase from 55_% to 60 %.							
The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 27_% to 34%.							
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 37_% to 43%.							

	White:55% Black:27% Hispanic:37% Asian: Target met American Indian:N/A	White:60% Black:34% Hispanic:43% Asian:N/A American Indian:N/A					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goal 1	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B:	2012 Current Level of Performance	2013 Expected Level of Performance					
Enter narrative for the goal in this box. The percentage of Econ. Dis. students scoring proficient/ satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 45 %.							
	36%	**45%**					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1 -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	5C.1 - ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review	5C.1 - -FAIR -CELLA During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance		

		core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		performance data and progress of ELLs (inclusive of LFs)			

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Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 20% to 28%.	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	20%	**28%**				

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		5C.2	5C.2	5C.2	5C.2	5C.2	
		-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following **day-to-day accommodations on core content and district assessments across** Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	During the Grading Period -Core curriculum end of core common unit/ segment tests	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy			

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| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | 5D.1.

-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year. | 5D.1.

Strategy

SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations.

-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.

-Teachers (both individually and in PLCs) work to improve upon both individually and collectively, | 5D.1.

Who

Principal, Site Administrator, Assistance Principal

ESE Specialist

How

IEP Progress Reports reviewed by APC | 5D.1.

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.

PLC Level

-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.

-PLCs reflect on lesson outcomes and data used to drive future instruction.

-For each class/course, PLCs chart their overall progress towards the SMART Goal.

Leadership Team Level

-PLC facilitator/ Subject Area Leader/ shares SMART Goal data with the Problem Solving Leadership Team.

-Data is used to drive teacher support and student supplemental instruction. | 5D.1.

-FAIR

During the Grading Period

-Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance | | |

		the ability to effectively implement IEP/SWD strategies and modifications into lessons.				
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 18% to 26%	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	18%	**26%**				

		5D.2.	5D.2.	5D.2	5D.2	5D.2	
		- -Teachers need support in drilling down their core assessments to the SWD level in co-teaching classes. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	**Strategy/Task** SWD student achievement improves through **teachers' implementation of the Plan-Do-Check-Act model** in order to plan/carry out lessons/ assessments with appropriate strategies and modifications. Teachers participate in trainings to reflect on co-taught lessons and student data at monthly cohort meetings **Actions** *Plan* For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like?	Who -School based Administrators -PLC Facilitators ESE Specialist FIN State Personnel How PLC logs (with specific SWD information) for like courses/grades.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD 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 SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	-FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance Formal & Informal Observations	

			-What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning? ***Reflect on the "Do"/ Analyze Checks for Understanding and***				

			Student Work _during_ the unit. For lessons that have already been taught within the unit of instruction, teachers **reflect** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/ or analysis of student performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual				

			teachers? -What is the data telling us as a grade level/PLC/ department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/ interventions are working?				
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

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IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	6-8	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team ESE Specialist DRT

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PART II: EXPECTED IMPROVEMENTS

Middle School Mathematics Goals

Middle 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. **FCAT 2.0: Students scoring proficient/ satisfactory performance in mathematics (Level 3-5).**	1.1	1.1	1.1	1.1	1.1		
	-Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS	**Strategy** Students' math achievements improves through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this	Who - Principal -Math SAL/AVID Site Team -Technology Specialist -Math Coach -Math Resource Teacher How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs.	PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)		

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		strategy are outlined on grade level/ content area PLC action plans.				
Mathematics Goal #1: ___ The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 49% to 52%..	2012 Current Level of Performance	2013 Expected Level of Performance				
	49%	**52%**				

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		1.2.	**1.2**	Who	1.1	1.1	
		-Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.	**Strategy/Task** Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/ prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** *Within PLCs* -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers	-Principal -Math DH/SAL -Technology Specialist -Math Resource Teacher How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs using Webb's Depth of Knowledge , AVID wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)	

			examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. ***In the classroom*** During the lessons, teachers: -Ask questions and/ or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge (AVID strategies). -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to "unpack their thinking" by				

			describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard. During the lessons, students: -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). School Leadership -The coach/resource teacher/PLC member/ administrator collects higher order questioning			

			walk-through data using Webb's Depth of Knowledge wheel. -Quarterly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).				
		1.3.	1.3.				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring				

2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
		2.1. **See Goals 1, 3 & 4**					
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 22% to 25%.	2012 Current Level of Performance	2013 Expected Level of Performance:					

	22%	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
	-PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	**Strategy** Students' math achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act model** 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 know if they	Who -Principal -AP -Instruction Coaches/ -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)		

		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				
		-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/ generated prior to the teaching of the unit.				
		-Additional action steps for this strategy are				

		outlined on grade level/ content area PLC action plans.				
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 62 points to 65points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	62 points	**65 points**				

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		3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Students' math achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation.	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ 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. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)	

			-Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/content area PLCs.			
		3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. -Scheduling time for the principal/ APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/ Task** Students' math achievement improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/ Details** *Academic Coach* -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's	4.1. Who Administration How -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks.	4.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit)		

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		student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identificatio n, selection, development of rigorous core curriculum common				

		assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.				

		-Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/ APC to map out a high-level summary plan of action for the school year.					

		-Every two weeks, the academic coach meets with the principal/ APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two weeks.				
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 58 points to 61points.	2012 Current Level of Performance	2013 Expected Level of Performance:				

	58 points	**61 points**					

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		4.2	4.2	4.2	4.2	4.2	
		-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.	Strategy Students' math achievement improves through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level. **Action Steps** -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have students.	Curriculum Based Measurement (CBM) *(From District RtI/Problem Solving Facilitators.)*	

		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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.	5A.1. **See goals 1, 3 & 4**	5A.1.	5A.1.	5A.1.		

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Reading 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 61% to 65%.						
The percentage of Black students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%.						
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 46% to 51%.						
The percentage of Asain students scoring proficient/ satisfactory on the 2013 FCAT/FAA						

Math will increase from 86% to 87%.							
	White:61 Black:32 Hispanic:46 Asian:86 American Indian:N/A	White:65 Black:39 Hispanic:51 Asian:87 American Indian:N/A					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1. **See goals 1, 3 & 4**	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: The percentage of Econ. Dis. students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	42%	**48%**					

		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1 - Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order	5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in math through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into math lessons. - ERT	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs looking for implementation of A+ Rise strategies.	5C.1 Teacher Level Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance	

to effectively conduct an A+ Rise fidelity check walk-through.	models lessons using A+ Rise Strategies for ELLs. - ERT observes content area teachers using A+Rise and provides feedback, coaching and support. - District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise Strategies for ELLs.		performance data and progress of ELLs (inclusive of LFs)			

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Mathematics Goal #5C: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 30% to 37%.	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	30%	**37%**				

		5C.2	5C.2	5C.2	5C.2	5C.2	
		-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content** and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2x per year District Baseline and Mid-Year Testing _ Semester Exams _ During the Grading Period -Core curriculum end of core common unit/ segment tests	

		responsibilities of ERT and Bilingual paraprofessional.					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. | 5D.1.

-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year. | 5D.1.

Strategy

SWD student achievement improves through the **effective and consistent implementation of students' IEP goals**, strategies, modifications, and accommodations.

-Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.

-Teachers (both individually and in PLCs) work to improve upon both individually and collectively, | 5D.1.

Who

Principal, Site Administrator, Assistance Principal

How

IEP Progress Reports reviewed by APC | 5D.1.

Teacher Level

-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.

-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal.

PLC Level

-Using the individual teacher data, PLCs calculate the SWD 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 SWD SMART Goal.

Leadership Team Level

-PLC facilitator/ 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.1

2x per year

District Baseline and Mid-Year Testing

Semester Exams

During the Grading Period

 Common assessments (pre, post, mid, section, end of unit) | | |

		the ability to effectively implement IEP/SWD strategies and modifications into lessons.				
Mathematics Goal #5D: The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 26% to 33%.	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	26%	**33%**				

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		-Improving the proficiency of SWD in our school is of high priority.

-Teachers need support in drilling down their core assessments to the SWD level.

-General educational teacher and ESE teacher need consistent, on-going co-planning time. | **Strategy/Task**

SWD student achievement improves through teachers' implementation of the **Plan-Do-Check-Act model** in order to plan/carry out lessons/assessments with appropriate strategies and modifications.

Actions

Plan

For an upcoming unit of instruction determine the following:

-What do we want our SWD to learn by the end of the unit?

-What are standards that our SWD need to learn?

-How will we assess these skills/standards for our SWD?

-What does mastery look like?

-What is the SMART goal for this unit of instruction for our SWD?

Plan for the "Do" | Who

-Principal

-AP

-Instruction Coaches

-Subject Area Leaders

-PLC facilitators of like grades and/or like courses

How

-PLC logs turned into administration/ coaches. Administration/coaches provides feedback

-Administrators attended targeted PLC meetings

-Progress of PLCs discussed at Leadership Team | School has a system for PLCs to record and report during-the-grading period SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team. | School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration, coach, SAL, and/or leadership team. | |

			What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD? -What teaching strategies/ best practices will we use to help SWD learn? -What are teachers going to do during the lesson for SWD? -What are SWD student going to do during the lesson to maximize learning? ***Reflect on the "Do"/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.*** For lessons that have already been taught within the unit of instruction, teachers **reflect** and discuss one or more of the following regarding their SWD:				

			-What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/ or analysis of student performance? -How do we take what we have learned and apply it to future lessons? *Reflect/Check – Analyze Data* Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/ department? -What are SWD not learning? Why is this occurring? -Which SWD are learning?				

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			Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?				
		5D.3	5D.3				

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Alg1. Students scoring proficient/ satisfactory performance in Algebra (Levels 3-5).	1.1.	1.1. **See Goals 1, 2, 4 & 5**	1.1.	1.1.	1.1.		

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Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 69% to 72%.	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	69%	**72%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1. **See Goals 1, 2, 4 & 5**	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 22% to 25%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	22%	**25%**					

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL/ Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team Math Resource Teacher
Analyzing first semester exams	6-8	-Math SAL/ Coach	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC
Analyzing Formative Data	Math-sal/coach	ESE Teachers	Math Departmental and course-specific PLCs	After the administration of the test	PLC logs	APC/Principal

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SWD Co-Teaching	6-8	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT Math Resource Teacher
Higher Order Thinking	6-8	-Math SAL/ MRT -Course specific PLC facilitators	Math	-PLCs: On-going -Demonstration Classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Math Resource Teacher Math SAL/DH
Using mini-lessons to re-teach and reinforcement essential skills in the core curriculum	6-8	-Math SAL/ MRT -Course specific PLC facilitators	Math	PLCs: On-going	Classroom walk-throughs	Administration Team Math Resource Teacher Math SAL/DH

End of Mathematics Goals

PART II: EXPECTED IMPROVEMENTS

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. **FCAT 2.0:** **Students scoring proficient/ satisfactory performance (Level 3-5) in science.**	1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. .	1.1 **Strategy** Students' science skills will improve through participation in the **5E instructional model.** — **Action Steps** -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. - -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for each benchmark(s). This will	1.1 Who Principal APC Science Coach/AVID Site Team Science SAL — How Monitored -Classroom walk-throughs observing this strategy. -5e's will be visible on the teacher's desk Coach will attend PLC when possible by schedule.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. 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. -	1.1 2x per year District-level baseline — Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)		

		be rotated by teacher. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material at a FCAT 2.0 level. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers determine FCIMs				

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Science Goal #1:	2012 Current Level of Performance:	2013 Expected Level of Performance				
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 41% to 44%.						
	41%	**44%**				

		1.2.	1.2.	1.2	1.2.	1.2.	
		-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 "Instructional Unit" log.	Strategy Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details	Who -Principal -AP -Instruction Coaches -PLC facilitators How -PLC logs turned into administration and coaches provides feedback -Coach will determine and schedule students for Lunch and Learn Remediation -Administrators attended targeted PLC meetings	School has a system for PLCs to record and report during-the-grading period	2x per year District Baseline Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)	

			Within PLCs: -PLCs will use a PLC log to monitor the following: --Guide their Plan-Do-Check-Act conversations and way of work. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 4 times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model.			

			--Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. -8th gr PLC will identify those students needing additional support based on the Form A or B data for lunch and learn remediation			

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		1.3	1.3	1.3	1.3	1.3	
		-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (GIZMOS,SPARKS) -Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)	**Strategy** Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, **scientific processes**, **laboratory experiences, and uses of technology** (GIZMOs,Sparks,Probware). **Action Steps** -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs,	Who Science Coach How Monitored - Classroom walk-throughs when possible due to schedule, observing this strategy.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and	2x per year District-level baseline and mid-year tests _ Semester Exams During the Grading Period -Unit assessments	

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			technology (such as probeware, GIZMOS, Sparks) within the 5E Instructional Model. -Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions. -Teachers facilitate student-centered learning through the use of the 5E Instructional Model. -Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.		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	Person or Position Responsible for Monitoring				

2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in science.	2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide -not all teachers are trained in robotics	2.1 **Strategy** Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the **close reading model** (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at	2.1 Who APC Science Coach Reading Coach AVID Site Team Writing Coach Science SAL How Monitored Coach walk-throughs when available due to schedule conflicts -PLC logs turned into administration	PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.	3x-per year District level baseline, mid-year, and final exam During the Grading Period -mini-assessments -unit assessments		

		least ___1__ times per semester. Text marking with AVID Strategies **Action Steps** *Professional Development* -The Reading Coach, writing coach and Science coach will conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close			

		reading model. -Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model. ***In PLCs/ Department*** -Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks. -PLCs review Close				

		Reading Selections to determine word count and high-Lexile. -PLCs assign appropriate NGSSS benchmark to Close Reading passage ***During the lessons, teachers:*** -Guide students through text without reading or explaining the meaning of the text using the following: --Introducing critical vocabulary to ensure comprehension of text. --Stating an essential question prior to				

		reading --Using questions to check for understanding. --Using question to engage students in discussion. --Requiring oral and written responses to text. ***During the lessons, students:*** -Grapple with complex text. -Re-read for a second purpose and to increase comprehension. -Engage in discussion to answer essential question using textual evidence.				

		-Write in response to essential question using textual evidence.					
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 8% to 10%.	2012 Current Level of Performance	2013Expected Level of Performance:					
	9%	**11%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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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	Science Departmental PLCs	On-going in science PLCs 1 times per month	science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Science Coach
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Science Coach
Close Reading	Grades 6-8	Reading Coach Science SAL Reading Leadership Team	Science Departmental PLCs	One PLC meeting per month	Reading and Science Coach walk-throughs	Science Coach/SAL Reading and writing coach

PART II: EXPECTED IMPROVEMENTS

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. **Students scoring at Achievement Level <u>4.0</u> or higher in writing.**	-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	**Strategy** Students' use of mode-specific writing will improve through use of /daily instruction with a focus on mode-specific writing. **Action Steps** -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) ***Plan:*** -Professional Development	<u>Who</u> Principal APC SAL Writing Coach	See "Check" & "Act" action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios	

Hillsborough 2012
Rule 6A-1.099811
Revised July 26, 2012

		for updated rubric courses -Professional Development for instructional delivery of mode-specific writing --Using data to identify trends and drive instruction -Lesson planning based on the needs of students ***Do:*** -Daily/ ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ ongoing conferencing				

		Check: -monthly writing assessments -PLC discussions and analysis of student writing to determine trends and needs *Act:* -Receive additional professional development in areas of need -Demonstration classrooms -Progress monitoring					

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Writing/LA Goal #1:	2012 Current Level of Performance:	2013 Expected Level of Performance:				
The percentage of students scoring **Level 4.0** or higher on the 2013 FCAT Writes will increase from 76% to 79%.						
	76%	**79%**				

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		1.2.	1.2	1.2.	1.2.	1.2.	
		-Improve the teaching of reading skills of Language Arts teachers. -Become more proficient at pacing and teaching of district curriculum.	**Strategy** **Students' reading, writing, language, and listening / speaking skills improves through engagement in college and career preparatory lessons/ activities/tasks that promote high levels of thinking.** **Action Steps** *Within PLCs* Before the unit -Set SMART goals for the unit of instruction. -Decide on a way to pre-assess the skills and knowledge of students. (What pre-assessment will we all use?) -Choose the anchor activities teachers will use to assess students' understanding along the way to the assessment. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit.	Who -Principal -AP -Writing Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through data school-wide -Administration shares the positive outcomes observed in PLC meetings	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ 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 (pre, post, mid, section, end of unit)	

			-Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. ___ During the unit -Determine: --What is working? --Is there a need to enrich the instruction? How? --What isn't working? --Is there a need to supplement the instruction? How? --Are the needs of our ELL/ SWD being met? --Is there a need for a demonstration classroom and/ or teacher swap? -Conduct a pacing check. -Plan strategies to differentiate. -Plan higher order thinking				

			questions. -Discuss portfolio implementation (Success/ Barriers). -Discuss baseline data from anchor activities/data from EAs. -Discuss additions to the writer's checklists. During the assessment -Discuss successes and challenges. After all assessments have been scored -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. *In the classroom* During the lessons, **teachers**: -Post essential questions and			

			daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Use multiple types of formative assessment and provide consistent checks for student understanding. During the lessons, students: -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment. -Think critically and creatively. -Collaborate within structured grouping. -Self assess understanding of content.				

			-Use academic vocabulary in written and oral responses. After the lessons, **teachers**: -Post exemplars of student work. -Self reflect on lessons.				

		1.3.	1.3.	1.3.	1.3	1.3.	
		-PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act 'Instructional Unit" log.	**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 know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC	Who -Principal -AP -Writing Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs.	School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	During the Grading Period Common assessments (pre, post, mid, section, end of unit)	

			action plans.				

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
	6-8	LA SAL	Language Arts Teachers	On-going		
		PLC facilitators	PLC-grade level and vertical teams		PLC logs turned into administration	Principal
		Academic Coach				APC
						SAL
Writing Holistic Scoring Training						PLC Facilitators

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

PART II: EXPECTED IMPROVEMENTS

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1	1.1	1.1	1.1	1.1		
	-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	**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	Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	Attendance committee will monitor the attendance data from the targeted group of students.	Instructional Planning Tool Attendance/ Tardy data Ed Connect		

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

		week.					
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
1. The attendance rate will increase from 93% in 2011-2012 to 95% in 2012-2013. 2. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% 3.T he number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%.)							
	93%	**95%**					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	297	**268**				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	113	**102**				

Students are absent and parents are not contacting the school.	**Tier 1** The school will establish an Attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the schools 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 two weeks.	Attendance committee will keep a log and notes that will be reviewed by the Principal and shared with faculty.	Attendance committed will monitor the attendance data from the targeted group of students.	Instructional Planning Tool Attendance/Tardy data
Parents are not aware that their student is absent.	**Tier 1** On a daily basis, a Parent Link call contacts all parents whose students have an unexcused absence to school.	Examination of Parentlink contact reports by attendance team/ administration	Administration team and subset of PSLT will examine data monthly	Parentlink contact reports
	Tier 1 All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance.	Assistant Principal and teachers will monitor Edline	Assistant Principal will use Edline reports to evaluate teachers adherence to policy	Edline Reports

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	Tier 1 School will use EASI online attendance to sign students in and out and will print the report of students with excessive sign-ins and sign-outs every quarter.	Attendance Committee Will review the interventions implemented for students with excessive sign-ins and outs.	Reports from EASI sign in system will be analyzed to determine if the problem is improving and which students should be targeted.	Reports on Demand excessive sign-in report.
There is not a system to reinforce parents for facilitating improvement in attendance.	**Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to assure that a letter is sent home to parents outlining the state statue that requires parents to send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	Social Worker PSLT	PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children	Instructional Planning Tool Attendance/Tardy data
	Tier 2 When a student reaches 5 days of unexcused absences, guidance counselors or other identified staff contact the parents via the phone, letters, or parent/teacher conferences and records documentation on the Attendance Intervention form (SB90717).	Social Worker PSLT	Administration team and subset of PSLT will examine data monthly	Instructional Planning Tool Attendance/Tardy data
	Tier 2/3 When a student reaches 6-10 days of unexcused absences and/or unexcused tardies to school, the administration or teachers will investigate the reason for the absences and may notify the parents and guardians via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	Social Worker PSLT	Administration team and subset of PSLT will examine data monthly	Instructional Planning Tool Attendance/Tardy data
Students do not respond to school attendance interventions	**Tier 2/3** Schools will report to the Department of Safety and Motor Vehicles the names, dates, birth, sex and social security of minors who accumulate 15 unexcused absences in a period of ninety calendar days.	Attendance committee and Principal will monitor the list of students with 15 absences and verify that they have been reported to DMV	Compare data from DOE to prior year data.	Dropout Data from DOE

| Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. | **Tier 3** An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, SRO) communicates with the family to create an Attendance Improvement Plan. | Social Worker Other PSLT members as needed School Security - SRO | Social Worker/PSLT review data monthly on Tier 3 students (provided by social worker) | Instructional Planning Tool Attendance/Tardy data |
| | Every nine weeks, parents are entered into a drawing to receive a gift card incentive provided their children have less than 3 absences. | | | |

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Activity

PD Content / Topic and/or PLC Focus	Grade Level or Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Please note that each Strategy does not require a professional development or PLC activity.						
EdLine	K-12	AP	As needed	September	Random check of EdLine postings	AP

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					

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Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Suspension	1.1	1.1	1.1	1.1	IPT , EASI ODR and suspension data cross-referenced with mainframe discipline data		
	There needs to be common school-wide expectations and rules for appropriate classroom behavior.	Tier 1 -Positive Behavior Support (PBS) or CHAMPS will be implemented to address 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. -Leadership team conducts	Who -PSLT Behavior Committee -Teachers -Administration	- PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.			

		walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.					

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

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%. In the 2013 school year							
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	935	**841**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	433	**390**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					

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	1053	947					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	366	329					

Suspension Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Champs	6-8	Champs Trainer	School-wide	On going based on district training schedule	Classroom walkthroughs looking for implementation strategies	Administration, behavior specialist

Health and Fitness Goal(s)

ADDITIONAL GOAL(S)	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. **Additional Goal** Additional Goal #1:	1.-PE Waivers -Students not wanting to dress out	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. Master Schedules	

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

	2012 Current Level:	2013 Expected Level:					
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 30% on the Pretest to 60% on the Posttest.							
	30%	60%					

		2. All students in PE will engage in PACER practice a minium of 2x per week.	**2.** Physical Education Teachers	**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.	
		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.** Class room walk-throughs Class schedules	**3.** FITNESSGRAM assessing cardiovascular health.	

Professional Development (PD) aligned with Strategies through Professional

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

Continuous Improvement Goal(s)

ADDITIONAL GOAL(S)	Problem-Solving Process to Increase Student					

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

	Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Person or Position Responsible for Monitoring**	**Process Used to Determine Effectiveness of Strategy**	**Evaluation Tool**		
1. Additional Goal Additional Goal #1:	1.1 - Not enough time to meet	1.1 PLCs will meet on a weekly basis- during their conference period.	1.1 Who Administration How - Administration will review PLCs logs and provide feedback.	1.1 Admin will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to Admin on progress of their PLC.		

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The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)" will increase from 48% in 2012 to 60% in 2013.	2012 Current Level:	2013 Expected Level:					

	48%	60%				

		1.2	1.2	1.2	1.2	
		- Not all staff is trained in PLCs. - PLC Facilitators/ Subject Area Leaders are not all trained to lead PLCs. - Difficulty making the transition for keeping meetings cur	PSLT members will implement skills learned within the grade level/ subject area/ Department PLCs	Who Principal and trained staff members How - Administration will review PLCs logs and provide feedback.	Admin will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2 PLC Facilitators will provide feedback to PLST team on progress of their PLC.	

	ricu lum and stud ent focu sed					
	1.3 -PLCs do not alw ays have a clear focu s -PLCs not sure what they shou ld be doin g in the meet ings.	1.3 PLC log template s will be created. PLCs will use Action Steps of the Goals as a guide for PLC discuss ion and PLC work	1.3 Who Administ ration Teachers who have received District training in PLCs How -Adm inistrati on will review PLCs logs.	1.3 Admin will exami ne the feed back from all PLCs and determi ne next steps in the PLC process.	1.3 PLC Facilitat ors will provide feedback to PLST team on progress of their PLC.	

Continuous Improvement Goals Professional Development

Professional Development

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

(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
PLCs						
Plan-Do-Check-Act Model	Leadership Team	Leadership Team	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs	Leadership Team
	All teachers	Subject Area Leaders			Administrator and leadership attendance at PLC meetings	
		PLC Facilitators			PLC Survey data	

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

Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: **Students scoring proficient/ satisfactory performance in reading (Levels 4-9).**	A.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs to address this barrier. -new teacher -Individual prescriptive strategies put in place for each child	A.1. **See Reading Goal 5d** **-teachers work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications in lessons**	A.1. -ESE teacher -Reading coach How IEP Progress Reports reviewed by APC	A.1. -teacher reflections on lessons -on-line grading system to calculate their students progress towards IEP goals -Frequent meetings with reading coach and reading dept. to review scores and teaching strategies	A.1. -FAIR -Formal and informal assessments -student grades		

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

Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain.	2012 Current Level of Performance:	2013 Expected Level of Performance					
	Sample population to small	**100%**					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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

B. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	B.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs to address this barrier. -new teacher -Individual prescriptive strategies put in place for each child	B.1. **See Reading Goal 5d** **teachers work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications in lessons**	B.1. ESE teacher -Reading coach How IEP Progress Reports reviewed by APC	B.1. -teacher reflections on lessons -on-line grading system to calculate their students progress towards IEP goals -Frequent meetings with reading coach and reading dept. to review scores and teaching strategies	B.1. -FAIR -Formal and informal assesments -student grades		

Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 10%.	2012 Current Level of Performance:	2013 Expected Level of Performance:					
	40%	**50%**					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

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

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
C. Students scoring proficient/ satisfactory performance in Listening/ Speaking.	1.1. -Language Acquisition -lack of background Knowledge and basic skills	1.1. **See Reading ELL Goal 5C.1, 5C.2**	1.1. -ESOL resource -paraprofessional -APC	1.1. -Teacher reflects on past lessons and progresses from there -ELL team gathers past student data and accommodates needs of students -Consult gen ed teachers	1.1. -FAIR -CELLA re evaluations	

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

CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 51_ % to 56%.						
	51%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

D. Students scoring proficient/ satisfactory performance in Reading.	2.1. -Language Acquisition -lack of background Knowledge and basic skills	2.1. **See Reading ELL Goal 5C.1, 5C.2**	2.1. - ESOL resource -paraprofessional -APC	2.1. -Teacher reflects on past lessons and progresses from there -ELL team gathers past student data and accommodates needs of students -Consult gen ed teachers	2.1. -FAIR -CELLA re evaluations	

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

CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 13% to 22%.	2012 Current Percent of Students Proficient in Reading :					
	13%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| E. Students scoring proficient/ satisfactory performance in Writing. | 2.1.

-Language Acquisition

-lack of background Knowledge and basic skills | 2.1.

See Reading ELL Goal 5C.1, 5C.2 | 2.1.

- ESOL resource

-paraprofessional

-APC | 2.1.

-Teacher reflects on past lessons and progresses from there

-ELL team gathers past student data and accommodates needs of students

-Consult gen ed teachers | 2.1.

-CELLA re evaluations | |

CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 13% to 22%.	2012 Current Percent of Students Proficient in Writing :				
	13%				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

F. Florida Alternate Assessment: **Students scoring at in mathematics (Levels 4-9).**	F.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs to address this barrier. -new teacher -Individual prescriptive strategies put in place for each child	F.1. **See Math Goal 5d**	F.1. ESE teacher Math coach <u>How</u> IEP Progress Reports reviewed by APC	F.1. teacher reflections on lessons -on-line grading system to calculate their students progress towards IEP goals -Frequent meetings with math coach and math dept. to review scores and teaching strategies	F.1. Formal and informal assessments -student grades		

Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain.	2012 Current Level of Performance	2013 Expected Level of Performance					
	Sample population to small	**100%**					

		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. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs to address this barrier. -new teacher -Individual prescriptive strategies put in place for each child	G.1. **See Math Goal 5d**	G.1. Ese teacher Math coach <u>How</u> IEP Progress Reports reviewed by APC	G.1. teacher reflections on lessons -on-line grading system to calculate their students progress towards IEP goals -Frequent meetings with math coach and math dept. to review scores and teaching strategies	G.1. Formal and informal assessments -student grades		

Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 10%.	2012 Current Level of Performance:	2013 Expected Level of Performance					
	Sample population to small	**100%**					
		G.2.	G.2.	G.2.	G.2.	G.2.	

		G.3.	G.3.	G.3.	G.3.	G.3.	

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

Science Florida Alternate Assessment Goal

Elementary and Middle 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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J. **Florida Alternate Assessment:**	J.1.	J.1.	J.1.	J.1.			
Students scoring at proficient in science (Levels 4-9).	-Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year. -not having access to science lab -new teacher	**Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers work to improve upon both individually and collectively, the ability to	Who ESE teacher Principal APC How IEP Progress Reports reviewed by APC	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.			

	effectively implement IEP/SWD strategies and modifications into lessons. -room access -mentor					
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain	2012 Current Level of Performance:	2013 Expected Level of Performance:				
	Sample population to small	**100%**				
		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

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

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement					

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

M. Florida Alternate Assessment: **Students scoring at 4 or higher in writing (Levels 4-9).**	M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs -new teacher	M.1. **Strategy** SWD student achievement improves through the effective and consistent impleme ntation of students' IEP goals, strategies, modificat ions, and accommodati ons. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are imple mented consistently and with fidelity. -meeting with writing coach	M.1. Who Ese teacher Writing coach APC How IEP Progress Reports reviewed by APC	M.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 -Data is used to drive teacher support and student supplemental instruction.	On-going writing prompts and assessments		

Writing Goal M:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will be maintain							
	No students took this test in 2012	**100%**					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Design and implement a STEM project throughout the 6th grade. All subject areas will be included. 1.2 Provide opportunities for students scoring at a Level 3 or higher in either Math or Reading to participate in a STEM club.	1.1 Need common planning time for math, science, ELA and other STEM teachers. Lack of alignment between math and science curriculum.	1.1 -Explicit direction for STEM professional learning communities to be established.	1.1 Math SAL/Coach Science SAL Science Coach Guidance APC Principal	1.1 Principal review	1.1 Production and implementation of one school-wide STEM project per semester.
	1.2. Need time afterschool for students to meet and work on their STEM project. Money needs to be allocated to purchase 6 Lego Mindstorm kits.	1.2. Provide opportunity for students to have STEM enrichment afterschool.	1.2. Science Coach Science SAL	1.2. SAL/Coach Observations	1.2. Logging in the number of competitions held.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional

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

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	Math and Science Coach	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration
LEGO Mindstorms	6-8	Science SAL and coach	Science and math Teachers	On-going	Admin/ inservice record	Admin

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase the number of Career Technical High School credit courses from 0 to 8	1. Reading and math levels of students.	1.1. Offer high school credit courses in place of 8th grade CTE classes.	1.1. CTE Teachers APC Guidance	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Quarterly progress reports County exams
	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
Hillsborough 2012
Rule 6A-1.099811
Revised July 26, 2012

(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
District trainings	9/CTE	District	CTE Teachers	On-going	Log of events and attendance	CTE Contact Teacher

Differentiated Accountability   N/A

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

School Differentiated Accountability Status		
□Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

□ Yes   □ No

If No, describe the measures being taken to comply with SAC requirements.
Membership drive during open house, parent-links, advertised on school marquee, advertised on school website, made personal phone calls.

Describe the use of SAC funds.			

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

Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
	Goal specific Mini-Grants. This section will be updated once the mini-grant submission deadline has ended and the School Improvement Team has voted on which mini-grant requests it chooses to fund.		
Reading Goal 4.3	One Book, One School	$	
Reading Goal 4.3 Mathematics Goal 3.1 Science Goal 1.1	Brain Pop Subscription	$1095.00	