Florida Department of Education

School Improvement Plan (SIP)

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Form SIP-1

Eisenhower
Review 11.21.12

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Eisenhower Middle School	District Name: Hillsborough County
Principal: Danielle Shotwell	Superintendent: MaryEllen Elia
SAC Chair: Arnitra Gollett	Date of School Board Approval: Pending School Board Approval

Student Achievement Data:

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

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Danielle Shotwell	Ed.S.and M.Ed. in Educational Leadership	1	11	New to School
Assistant Principal	Dreneen Knight	M.Ed. in Educational Leadership	2	2	2011- 2012: School Grade B
Assistant Principal	Denis Peters	Ed.D. in Educational Leadership	1	7	New to School

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	Tania Villia	Masters in Literacy K-12 National Board Certified	3	3	2011- 2012: School Grade B
Math	Amy Mcgeehan	Masters in the Art of Teaching Elem K-6 & Math 5-9	1	1	New to District

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
1. Teacher Interview Day	General Directors	June 2013
2. Recruitment Fair	Jim Goode	June 2013
3. District Mentor Program (EET grant)	Mentors/Jamalya Jackson	Ongoing
4. School Support	Danielle Shotwell/ Assistant Principals	Ongoing

Non-Highly Qualified Instructors

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

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**

11	Teachers have been notified of all requirements to become highly qualified and have been registered for upcoming classes to satisfy requirements to be highly qualified.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
98	7.1% (7)	31.6% (31)	37.8% (37)	23.5% (24)	39.8% (39)	94.9% (93)	13.3% (13)	3.1% (3)	24.5% (25)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Donna Thomas	Maria Gueche	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.
Donna Thomas	Simonne Mrowka	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.

Donna Thomas	Amy Yost	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.
Donna Thomas	Amarylis Serrano	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.
Donna Thomas	Michael Garraffa	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.

Donna Thomas	Thomas Desmond	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.
Donna Thomas	Lindsey Abramaczyk	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing and problem solving.
Caroline Cooper	Derrick Wilson	Trained Mentor from EET grant. Areas of strengths: Pedagogy, classroom managemen t, leadership and increasing student achievement	Min. of 90 minutes per week for two years. On-going formative observ ations, conferen cing 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 N/A
Nutrition Programs N/A
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
N/A

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

School-Based MTSS/RTI Team

Identify the school-based RTI Leadership Team.

RTI Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Administrative Resource Teacher
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math)
- ESE Specialist
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- SAC Chair
- ELP Coordinator
- ELL Representative

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate MTSS efforts?

The purpose of the 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 decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will 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:

  Tutoring during the day in small group pull-outs in reading, math and science

  Extended Learning Programs during and after school

  Intensive Reading and Math classes

  Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- 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:

Implementation and support of PLCs

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

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

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

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

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

- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- 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 the C-CIM and F-CIM on specific tested benchmarks and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team
- 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 pre-planning 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 nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

• 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 subject area 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

MTSS Implementation

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, Math Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series School Wide Data	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series School Wide Data	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers

FAIR	Progress Monitoring and Reporting Network	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT
Nine Week Exams	Subject Area Generated Excel Database	SALs, individual teachers, PSLT
Semester Exams	Subject Area Generated Excel Database	SALs, individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

*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	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)

- assess the same skills over time
- have multiple equivalent forms

• are sensitive to small amounts of growth over time.
Describe the plan to train staff on MTSS. Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level RTI trainings 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.
Describe plan to support MTSS. As the District's Problem Solving Team 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 will occur during Monday faculty meeting times. 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 PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RTI as they become available.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

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

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

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

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

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

- Implementation and evaluation of the SIP reading 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)
- Implement K-12 Reading Plan
- Incorporating Common Core Standards/data analysis
- Ensuring EET model is applied in all lessons.

NCLB Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

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 through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS 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 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. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

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 has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. 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. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).	1.1. Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional	1.1. Strategy: Students' comprehension of course content/ standards increases through the teacher's use of data to inform instruction. Teachers in all classes will use CCIM with core curriculum to provide differentiated instruction as a result of the common assessments to ensure the mastery of essential skills. Action Steps: Planning before the lesson • PLC identifies the essential skills and learning targets. PLC answers: "What do we want students to learn? How do we know they have learned it? • PLC identifies common assessmen	1.1. Who -Principal -APC -Reading Coach -Subject Area Leaders How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -EET observations both Pop In and Informals . -Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Peer Mentor informal and formal observations. -School based informal	1.1. Teachers will reflect on lessons during the unit citing evidence of learning and use this knowledge to drive future instruction. Teacher maintains their assessments in the online grading system. Teachers will chart their common formative assessments through scantron. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1. 2-3x Per Year FAIR During Grading Period Common Formative Assesments.		

	training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	t/standards for upcoming units of instruction. • Assessments are pre-written to align with the standards. • Common formative assessments for each nine weeks are pre-written based on the standards and scope and sequence. • PLC's exchange assessments and complete a test quality analysis. • Materials are reviewed to ensure that they support the learning standards. • PLC write SMART goals for the upcoming unit of	and walk through observations. -Monitoring data will be reviewed every nine weeks. -Data analysis chat and individual action plans written with teacher and administration.				

		instruction. • Professional development activity is shared for DI. Do/Check • PLC teacher instruct students using the core curriculum, incorporating effective strategies and DI. • At the end of the unit common formative assessment will be utilized to ensure mastery is met. Check/Act • Teacher brings back assessment data back to the PLC • Students complete a self-reflection on their					

		common formative assessment. • Based on the data, teachers discuss a repertoire of strategies to enhance learning. Mini lessons, enrichment/ reteaching assigned as necessary. • PLC to discuss how data will be used to support the learning. • Timely feedback given to the students. Whole Faculty Throughout the entire school year, SIP will be discussed and faculty will participate in SIP reviews.					

Reading Goal #1: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 51% to 54%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	51%	**54%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification	2.1. **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through participation in **Costas Level Questioning** (input, process, and output) in Reading, Language Arts, Science, Social Studies and Elective classes. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps 1. The school uses prior year's College Board Rigor form from representative walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2) teacher use of higher level questions vs. lower level questions.	2.1. Who -Administration Team -AVID Coordinator -College Board -Subject Area Leaders How -*College Board Rigor* walk-through form -Administration (see IDEAS AVID World Icon) *This form demonstrates students' use of vocabulary and higher levels of learning.* Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth -HCPS Informal Observation Pop-In Form (EET tool) *(which has HOTS as a strategy listed on the form.)* -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the	2.1. PLCs examine student work and data from the Costas quizzes. With teachers, administration reviews College Board Rigor walk-through form. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Literacy Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. 3x per year (Reading) - FAIR Semester Exams (All Content Areas) During the nine weeks -Student work -Chapter tests -Costas quizzes from *Tutorial Curriculum Resource* -Costas quizzes on the IDEAS AVID World Icon.		

		2. AVID site team designs and plans training for staff. Demonstration classrooms are identified and training schedule designed for staff. 3. As a professional development activity, PLCs study Costas Level Questioning techniques. 4. Teachers implement lessons using Costas Level Questioning. 5. Teachers assess students by having them identify and create different levels of questions. 6. Teachers bring student work and/ or assessments to PLCs. 7. As a professional development activity, PLCs use the data to discuss techniques that were successful. 8. Based on the data, PLCs use the problem-solving process to determine next	implementation of the SIP strategies across the entire faculty.				

		steps of Costas Level Questioning techniques. 9. PLCs record their work on the PLC logs. 10. Teachers will be recommended to attend District Higher Order Questioning training. 11. Teachers will "swap" common formative assessments and complete a test question analysis for "right content, right format, rigor". Form will be collected with each common formative assessment. Additional Strategies to include: Create an environment that is middle school friendly enticing students to come to the media center and free-read during the school day and before and after school.					

		Provide additional teachers to attend AVID institute in the summer for increased training in Costa's, Cornell notes and rigor in the classroom. Supporting our school wide goals and Vision statement.					
Reading Goal #2: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 23% to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23%	**26%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1. See 1.1 & 2.1	3.1. See 1.1 & 2.1	3.1. See 1.1 & 2.1	3.1 See 1.1& 2.1	3.1. See 1.1 & 2.1		

Reading Goal #3: In grades 6-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 62 to 64 points.	2012 Current Level of Performance:*						
	62 points	**64 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1	4.1. See 1.1 & 2.1		

Reading Goal #4: In grades 6-8, students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63 to 65 pts.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63 points	**65 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**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. White: Black: Hispanic: Asian: American Indian: Lack of common planning time. -Teachers are at varying levels of understanding of the ELA vocabulary standards. - Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction. -PLC meetings do not include discussion of leveled vocabulary development and assessment for content instruction.	5A.1. **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas. <u>Action Steps</u> 1. PLC schedule will provide common planning time. 2. PLCs will familiarize themselves with the content standards. 3. PLCs will recognize vocabulary needs within each content area. 4. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA- embedded	5A.1. <u>Who</u> -Principal -APC -Reading Coach -Subject Area Leaders and Grade Level Subject PLC Facilitators <u>How Monitored</u> --Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form *(EET tool - Vocabulary strategy will be added to the form under Instructional Practices.)* -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	5A.1. PLCs-Teachers assess students using end of unit/ chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5A.1. <u>3x per year (Reading)</u> - FAIR On-going Progress Monitoring Tool (Scaffold Discussion Templates) <u>Semester Exams (All Content Areas)</u> <u>During the nine weeks</u> - End-of-unit/chapter tests (All Content Areas) -Program generated assessments -LA embedded assessments -Vocabulary assessments (All Content Areas)		

	-PLC meetings do not include the development of vocabulary instructional activities for upcoming lessons. -Administrators and support staff are at varying skill levels with identifying appropriate levels of vocabulary development.	vocabulary development activities and/or 3) any program assessment provided in curriculum resources and materials. 5. As a Professional Development activity, PLCs come to consensus on the vocabulary standards/ benchmark to be addressed within each content area. 6. As a Professional Development activity, PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks. 7. As a Professional Development activity, PLCs design specific scaffold lessons essential in creating appropriate vocabulary acquisition 8. Teachers					

		implement the scaffold lessons. 9. Teachers implement the common assessments. 10. Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffold lessons. 11. As a Professional Development activity, PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementation.					

Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8, 86% of the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.							
In grades 6-8, whites scoring a level 3 will increase from a 63% to 66% on the 2013 Reading FCAT							
In grades 6-8, black scoring a level 3 will increase from a 39% to 42% on the 2013 Reading FCAT							
In grades 6-8, Hispanic scoring a level 3 will increase from a 43% to 46% on the 2013 Reading FCAT							
In grades 6-8, Asian scoring a level 3 will increase from a 71% to 74% on the 2013 Reading FCAT							

	White:63% Black:39% Hispanic:43% Asian:71% American Indian:N/A	White:66% Black:42% Hispanic:46% Asian:74% 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1		
Reading Goal #5B: In grades 6-8, 44% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	41%	**44%**					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. -Teachers at varying skill levels regarding the use of CALLA. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA in order to effectively conduct a CALLA fidelity check walk-through. -DRTs are at varying levels of interpreting district level	5C.1. ELLs (LYs/ LFs) reading comprehension will improve through core content teachers (Reading, Language Arts, Science, Social Studies) implementing the Cognitive Academic Language Learning Approach (CALLA) Action Steps 1. ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. 2. ERT models lessons using CALLA. 3. ERT observes content area teachers using CALLA and provides feedback, coaching and support.	5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form *(EET tool – CALLA strategy will be added to the form under Instructional Practices.)* -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the	5C.1. -ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. -ERTs meet with core content teachers during PLC meetings to review ELL (inclusive of LF's) performance data. -ERTs meet with PSLT to review performance data and progress of ELLs (inclusive of LFs) PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -DRTs meet with administration/designee to review ELLs performance	5C.1. -FAIR -CELLA During the nine weeks -Core curriculum end of core common unit/ segment tests		

	assessments.	4. Across all content areas, PLCs write ELL SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the ELL students will score an 80% or above on each unit of instruction.) 5. As a Professional Development activity in their PLCs, teachers spend time sharing and modeling CALLA strategies 6. PLC teachers instruct students using the core curriculum, incorporating CALLA strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring ELL assessment data back to the PLCs.	SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.	data and progress of ELLs (FAIR/CELLA/district-wide baseline and mid-year test).			

		6. Based on the data, teachers discuss strategies that were effective for ELL students. 7. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.					
Reading Goal #5C: In grades 6-8, 21% **ELL** All Curriculum students will score a Level 3 or above on the 2012 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	18%	**21%**					
	–	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. - No electronic accessibility to FAA data (instructional planning tool, mainframe, etc.) -Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (ACP, content knowledge, certification) -Multiple preparations -Lack of common planning time	5D.1. SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP. Actions Steps 1. General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students'	5D.1. Who Principal, Site Administrator, Assistance Principal How -IEP Progress Reports reviewed by APC. -PSLT will identify and/or create a fidelity monitoring tool designed to check implementation of this specific strategy. Monitoring data will be reviewed every nine weeks.	5D.1. PLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks	5D.1. 3x per year - FAIR On-going Progress Monitoring in comprehension During the nine weeks - Unit assessments for SWD students - Nine weeks grades for SWD students		

	-Lack of understanding of the IEP and instructional accommodations	progress toward mastering their IEP goals and strategies. 4. Across all content areas, PLCs write **SWD** SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the **SWD** students will score an 80% or above on each unit of instruction. 5. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 6. PLC teachers instruct students implementing IEP strategies and accommodations. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring SWD assessment					

		data back to the PLCs. 6. Based on the data, teachers discuss techniques that were effective for SWD students. 7. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.					

Reading Goal #5D: In grades 6-8, **20% SWD** All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17%	**20%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

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
EET Rubric Training	Grades 6-8	Principal (EET trainer)	-All teachers school-wide -PLCs	2012 Pre Planning	EET formals and informals throughout the school year.	Principal and Administrative Team
AVID Strategies: Costas, Cornell, Exit Slips	Grades 6-8	-Demonstration Classrooms (by AVID, Reading Coach and other targeted teachers) -AVID Library AVIDonline.org SDHC AVID World -Subject Area Leaders and/or course-specific Facilitators	-All teachers school-wide -PLCs *(This PD also covers a similar strategy in math and science.)*	-Demonstration classroom:- Ongoing -PLCs: Ongoing	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Principal and Administrative Team
Vocabulary Acquisition Strategies	Grades 6-8	Reading Coach LA SAL and course-specific PLC Facilitators	-All teachers school wide -PLCs	-PLC course specific meetings scheduled every two weeks - -Demonstration classrooms scheduled October 2012-May 2013	Administrative walk-throughs to observe vocabulary acquisition strategies	Principal and Administrative Team

Cognitive Academic Language Learning Approach (CALLA)	Core Content Teachers 6-8	ERT/DRT	ERTs in PLC meetings *(This PD also covers a similar strategy in math and science.)*	-PLCs: Ongoing	Administrative walk-throughs to observe vocabulary acquisition strategies	Principal and Administrative Team
Data Collection and Analysis	Grades 6-8	Principal Reading Coach PLC facilitators	All teachers school wide *(This PD also covers a similar strategy in math and science.)*	Monthly PLC facilitator Meetings	PLST review of data	PLST
PLC foundations and Data plan	Grades 6-8	Power 2 Coach PLC Facilitator	Training by PLC trainer for all PLC facilitators	2012 pre planning	Ongoing data chats, Reading Leadership	Reading Leadership meetings.

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).	1.1.- Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	1.1. Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. Math teachers will utilize the following strategies: Kagan Cooperative Learning, Cornell Notes, Costas Level of Questioning, and Exit Slips. Action Steps 1. PLCs write SMART goals based on each nine weeks of material 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based DI best-practice strategies. In addition, math teachers visit math demonstration classrooms where DI is emphasized.	1.1. Who -Principal -APC -Math Coach -Subject Area Leaders How -FCIM Maps and CCIM Maps posted -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Through trend data on EET Pop In form, strategies and objectives will be measured.	1.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1. 2x per year District-level baseline and mid-year tests Semester Exams During the nine weeks - Mini Assessments -Unit assessments		

		3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.					

Mathematics Goal #1: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 50% to 53%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%	**53%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of higher order thinking/Costas level questioning.	2.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in Costas Level Questioning As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps 1. The school uses prior year's College Board Rigor form from representative walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2) teacher use of higher level questions vs. lower level questions. 2. AVID site team designs and plans training for staff. Demonstration classrooms are identified and training schedule designed for staff. 3. As a professional development activity, PLCs study Costas Level Questioning techniques.	2.1. Administration Team -AVID Coordinator -College Board -Subject Area Leaders How -College Board Rigor walk-through form -Administration (see IDEAS AVID World Icon) This form demonstrates students' use of vocabulary and higher levels of learning -Use the forms to compute percentage of higher level vs. lower level and monitor improvement/ growth -HCPS Informal Observation Pop-In Form (EET tool) (which has HOTS as a strategy listed on the form.) -PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.	2.1. PLCs examine student work and data from the Costas quizzes. With teachers, administration reviews College Board Rigor walk-through form. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the nine weeks -Student work -Chapter tests -Costas quizzes from Tutorial Curriculum Resource -Costas quizzes on the IDEAS AVID World Icon.		

		4. Teachers implement lessons using Costas Level Questioning. 5. Teachers assess students by having them identify and create different levels of questions. 6. Teachers bring student work and/or assessments to PLCs. 7. As a professional development activity, PLCs use the data to discuss techniques that were successful. 8. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.					
Mathematics Goal #2: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 19% to 22%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1. Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the NGSSS	3.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of technology and hands-on activities to implement the Next Generation Sunshine State Standards. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. 3. PLC teachers instruct students using the core curriculum, incorporating strategies from their PLC discussions. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs.	3.1. Who - Principal - Math DH/SAL - Technology Specialist - Math Resource Teacher -Math Coach How Monitored -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. - -HCPS Informal Observation Pop-In Form (EET tool). Trend Data will be recorded and distributed to all teachers on objectives, effective questioning and strategies.	3.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	3.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Nine Weeks -Chapter Tests -Benchmark mini assessments		

		7. As a Professional Development activity, teachers use data to discuss strategies that were effective. 8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.					
Mathematics Goal #3: In grades 6-8, Points earned from students making learning gains on the 2013 FCAT Math will increase from 57 to 59 points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57 points	**59 points**					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3..3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. See 3.1	4.1. See 3.1	4.1. See 3.1	4.1. See 3.1	4.1. See 3.1		
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 57 to 59 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	57 points	**59 points**					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. Lack of common planning time. -Teachers are at varying levels of understanding of the ELA vocabulary standards. - Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction. -PLC meetings do not include discussion of leveled vocabulary development and assessment for content instruction. -PLC meetings do not include the development of vocabulary instructional activities for upcoming lessons. -Administrators and support staff are at varying skill levels with identifying appropriate levels of vocabulary development.	5A.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas. Action Steps 1. PLC schedule will provide common planning time. 2. PLCs will familiarize themselves with the content standards. 3. PLCs will recognize vocabulary needs within each content area. 4. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA-embedded vocabulary development activities and/or 3) any program assessment provided in curriculum resources and materials. 5. As a Professional	5A.1. Who -Principal -APC -Math Coach -Subject Area Leaders and Grade Level Subject PLC Facilitators How Monitored --Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool - Vocabulary strategy will be added to the form under Instructional Practices.) -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	5A.1. PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5A.1. 3x per year - On-going Progress Monitoring Tool (Scaffold Discussion Templates) Semester Exams (All Content Areas) During the nine weeks - End-of-unit/chapter tests (All Content Areas) -Program generated assessments -LA embedded assessments -Vocabulary assessments (All Content Areas)		

		Development activity, PLCs come to consensus on the vocabulary standards/ benchmark to be addressed within each content area. 6. As a Professional Development activity, PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks. 7. As a Professional Development activity, PLCs design specific scaffold lessons essential in creating appropriate vocabulary acquisition 8. Teachers implement the scaffold lessons. 9. Teachers implement the common assessments. 10. Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffold lessons. 11. As a Professional Development activity, PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementation.					

Math Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8, 86% of the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 10%.							
In grades 6-8, white scoring a level 3 will increase from a 61% to 64% on the 2013 Math FCAT							
In grades 6-8, black scoring a level 3 will increase from a 34% to 37% on the 2013 Math FCAT							
In grades 6-8, Hispanic scoring a level 3 will increase from a 44% to 47% on the 2013 Math FCAT							
In grades 6-8, Asian							

scoring a level 3 will increase from a 79% to 81% on the 2013 Math FCAT							
	White:61% Black:34% Hispanic:44% Asian:79% American Indian:N/A	White:64% Black:37% Hispanic:47% Asian:81% 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1	5B.1. See 5A.1		

Mathematics Goal #5B: **In grades 6-8, the percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 41% to 44%.**	2012 Current Level of Performance:* **41%**	2013 Expected Level of Performance:* **44%**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Teachers at varying skill levels regarding the use of CALLA. -Teachers implementation of CALLA is not consistent across math teachers. -ELLs at varying levels of English language acquisition and acculturation is not consistent across math teachers. -Administrators at varying skill levels regarding use of CALLA in order to effectively conduct a CALLA fidelity check walk-through. -DRTs are at varying levels of interpreting district level assessments.	5C.1. ELLs (LYs/LFs) math skills will improve through math teachers implementing the Cognitive Academic Language Learning Approach (CALLA) Action Steps 1. ESOL Resource Teacher (ERT) provides professional development to all math teachers on how to imbed CALLA into core content lessons. 2. ERT models lessons using CALLA. 3. ERT observes math teachers using CALLA and provides feedback, coaching and support. 4. Math PLCs write ELL SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the ELL students will score an 80% or above on each unit of instruction.) 5. As a Professional Development activity in their PLCs, teachers spend time sharing and modeling CALLA strategies	5C.1. Who -School based Administrators -ESOL Resource Teachers How -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs	5C.1. -ERTs are on the problem-solving leadership teams in order to update the team on ELLs (inclusive of LFs) performance data. -ERTs meet with Language Arts PLCs on a rotating basis to assist with the analysis of ELLs performance data. -ERTs meet with math teachers during PLC meetings to review ELL (inclusive of LF's) performance data. -ERTs meet with PSLT to review performance data and progress of ELLs (inclusive of LFs). PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/ CELLA/district-wide baseline and mid-year test).	5C.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Nine Weeks -Benchmark mini assessments -Unit and/or Segment assessments		

		6. PLC teachers instruct students using the core curriculum, incorporating CALLA strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring ELL assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective for ELL students. 7. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.					

Mathematics Goal #5C: **In grades 6-8, the percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 23% to 26%.**	2012 Current Level of Performance:* **23%**	2013 Expected Level of Performance:* **26%**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. No electronic accessibility to FAA data (instructional planning tool, mainframe, etc.) -Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (ACP, content knowledge, certification) -Multiple Preps. -Lack of common planning time	5D.1. SWDs math skills will improve by connecting individual needs to instruction as outlined in the IEP. Actions Steps 1. Math General ed. and/or SWD teachers will familiarizing themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the Math General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. 4. Math PLCs write SWD SMART goals based on each nine weeks of material. (For example, during the first nine weeks,	5D.1. Who Principal, Site Administrator, ESE Specialist, Case Managers, Assistant Principal How -IEP Progress Reports reviewed by APC.	5D.1. PLCs will review unit assessments and chart the increase in the number of SWD students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5D.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Nine Weeks -Benchmark mini assessments -Unit and/or Segment assessments		

		75% of the SWD students will score an 80% or above on each unit of instruction.) 5. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications. 6. PLC teachers instruct students implementing IEP strategies and accommodations. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring SWD assessment data back to the PLCs. 6. Based on the data, teachers discuss techniques that were effective for SWD students. 7. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).					

Mathematics Goal #5D: In grades 6-8, 21% SWD All Curriculum students will score a Level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	**21%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals	**Problem-Solving Process to Increase Student Achievement**						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
	See 1.1. See Math 1.1.	See 1.1. See Math 1.1.	See 1.1. See Math 1.1.	See 1.1. See Math 1.1.	See1.1. See Math 1.1.		

Algebra Goal #1: In grade 8, the average T-Score was 67%. The average T-scores will improve to 70%.	2012 Current Level of Performance:*						
	67%	**70%**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of higher order thinking/ Costas level questioning	2.1. **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in Costas Level Questioning . As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps 1. The school uses prior year's College Board Rigor form from representative walk-throughs to determine data for 1) student use of higher level questions vs. lower level questions and 2) teacher use of higher level questions vs. lower level questions. 2. AVID site team designs and plans training for staff.	2.1. Who -Administration Team -AVID Coordinator -College Board -Math Coach -Subject Area Leaders How -*College Board Rigor* walk-through form -Administration (see IDEAS AVID World Icon) *This form demonstrates students' use of vocabulary and higher levels of learning* -Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth -HCPS Informal Observation Pop-In Form (EET tool) *(which has HOTS as a strategy listed on the form.)* -PSLT will create a walk-through fidelity monitoring tool that	2.1. PLCs examine student work and data from the Costas quizzes. With teachers, administration reviews College Board Rigor walk-through form. Data from review of unit assessments and interactive notebooks will be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the nine weeks -Student work -Chapter tests -Costas quizzes from *Tutorial Curriculum Resource* -Costas quizzes on the IDEAS		

		Demonstration classrooms are identified and training schedule designed for staff. 3. As a professional development activity, PLCs study Costas Level Questioning techniques. 4. Teachers implement lessons using Costas Level Questioning. 5. Teachers assess students by having them identify and create different levels of questions. 6. Teachers bring student work and/ or assessments to PLCs. 7. As a professional development activity, PLCs use the data to discuss techniques that were successful. 8. Based on the data, PLCs use the problem-solving process to determine next steps of Costas Level Questioning techniques.	includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.				

Algebra Goal #2: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 11% to 14%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11%	**14%**					

End of Algebra EOC Goals

Mathematics Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Materials and Technology for NGSSS Common core Standards	Grades 6-8	Math SAL Math Coach	Math Teachers	-Professional Study Day -Monthly Department meetings	Administrators conduct targeted walk-throughs	Administration Team
Analyzing Common Formative Assessments	Grades 6-8	Math SAL Math Coach APC	Math Teachers - PLCs	After the administration of the test	Department Notes	APC
Kagan Strategies	Grades 6-8	Math SAL Math Coach	Math Teachers - PLCs	Course specific PLC meetings – on-going	Administration conduct targeted walk-throughs to monitor Kagan Strategies	Administration Team

End of Mathematics Goals

Elementary and Middle School Science Goals

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

1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.	1.1 -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry	1.1 **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of **inquiry based instruction** (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. Science teachers will also utilize Cornell Notes, Costas Level of Questioning, Margin Magnets and Selective High	1.1 Who Principal APC Science SAL Science Teachers How Monitored -FCIM and CCIM Maps posted quarterly with Big Ideas and evidence of Mastery. - Evidence of strategy in teachers' lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing inquiry based instruction. EET Pop In Walk through collection of objectives, questioning, and strategies utilized.	1.1 Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1 2x per year District-level baseline and mid-year tests Semester Exams During the nine weeks - Mini Assessments -Unit assessments		

	model. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.	lighting along with Interactive Notebooks and Exit slips to ensure student mastery. Action Steps 1. Teachers will attend District Science training and share information with their PLCs. 2. PLCs write SMART goals based on each nine weeks of material. 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies. 4. PLC teachers instruct students using the core curriculum and inquiry based					

		instruction strategies. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss inquiry based instruction strategies that were effective. 8 Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.					

Science Goal #1: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 44% to 46%.	2012 Current Level of Performance:* **44%**	2013 Expected Level of Performance:* **46%**					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1 - Teachers are at varying skill levels with Costas (higher order questioning techniques). - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of HOTS/ Costas level questioning.	**2.1** **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in Costas Level Questioning . As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps 1. AVID site team designs and plans Costas training for staff. Demonstration classrooms are identified and training schedule designed for staff. 2. Science teachers attend	2.2 Who -Administration Team -AVID Coordinator -Science SAL -Reading Coach How -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. Specific strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.	2.2 PLCs examine student work and data from assessments with HOTS questions. Data from review of unit assessments is analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.2 2x per year District Baseline and Mid-Year Testing Semester Exams During the nine weeks -Student work -Chapter tests -Costas quizzes from *Tutorial Curriculum Resource* -Costas quizzes on the IDEAS AVID World Icon.		

		on-going HOTS training provided by the Reading Coach and Science SAL. 3. PLCs write SMART goals based on each nine weeks of material. 4. As a Professional Development activity in their PLCs, teachers discuss Costas/ HOT strategies and how they can be implemented in the upcoming lessons. 5. Teachers implement the targeted higher order questioning strategies in their lessons. 6. Teachers implement the common assessments. 7. Teachers bring assessment data back to the PLCs.					

		8. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes. 9. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.					
Science Goal #2: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 6% to 8%	2012 Current Level of Performance:* **6%**	2013Expected Level of Performance:* **8%**					

Science Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lab Walk-through	Grades 6-8	District Supervisor	Science teachers	Professional Study Days, Saturday	Administrators conduct targeted walk-throughs Hands-On Activity implementation	Administration Team
Inquiry and the 5E Lesson Plan Model	Grades 6-8	Science SAL	Science teachers - PLCs	PLC meetings twice a month	Administrators conduct targeted walk-throughs to monitor inquiry model.	Administration Team

End of Science Goals

Writing/Language Arts Goals

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

1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. Insufficient time for teachers to conference individually with students regarding skill development of essays that is written.	1.1. Monitor writing progress at 3 times in grades 6-8 using different writing strategies.	1.1. Principal Assistant Principal Teachers Writing Assessments will be scored by Language Arts Teachers and will be sent down town for monitoring.	1.1. Common Formative	1.1. Quarterly District Writing Assessments 3x Per Year During Grading Period		
Writing/LA Goal #1: Eisenhower Middle School students will increase the percentage of students who score at a level 3 and above on the 2013 FCAT writes from 83% to 85%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	83%	**85%**					
		1.2. Ineffective writing opportunities in grades 6-8.	1.2. In grades 6-8 we are now doing the CIS model which develops their writing and reading skills.	1.2. Principal Assistant Principal Teachers	1.2.	1.2.	
		1.3. Insufficient writing opportunities in grade 6-8.	1.3. Select a couple of 8th graders who show they can write well to demonstrate to the 6th and 7th graders.	1.3. Principal Assistant Principal Teachers	1.3.	1.3.	

Writing/Language Arts Professional Development

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

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

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

	6-8	Entire faculty	PLC Facilitators
Writing	R Kriete	Early Release Monday one per 1st and 2nd Quarter	School-wide writing plan. Followed up in PLC meetings

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. Attendance	1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives	1.1. AP will run Attendance/ Tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors	1.1. Administration Team and subset of PSLT will examine data monthly -	1.1. Attendance Report Tardy Report Attendance Plan		

Attendance Goal #1: -The attendance rate will increase from 94% in 2011-2012 to 94.5% in 2012-2013. -The number of students who have 10 or more unexcused absences throughout the school year will decrease from 199 in 2011-2012 to 189 in 2011-2013. -The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 40 in 2011-2012 to 38 in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94 %	**94.5 %**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	199	**189**					

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	40	**38**					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	6-8	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving						

	Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. Suspension	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. **Tier 1**: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. All faculty members will receive a copy of the CHAMPs: proactive behavior management book. All staff will receive update training. Champs resources are available on the internal system. New teachers to EMS will attend district Tuesday and Thursday mornings will be used for detentions as an additional intervention prior to sending a student to ISS and	1.1. PSLT "behavior" subgroup	1.1. PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly. -The total number of In-School Suspensions will decrease from 576 in 2011-2012 to 547 in 2012 -2013. -The total number of Students Suspended In-School will decrease from 294 in 2011-2012 to 279 in 2012-2013 -The total number of Out-of-Suspensions (including ATOSS) will decrease from 420 in 2011-2012 to 399 in 2012-2013	1.1 Crystal Report ODR and suspension data cross-referenced with mainframe discipline data .		

		loss of Instruction time.					

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
-The total number of In-School Suspensions will decrease from 576 in 2011-2012 to 547 in 2012 -2013. -The total number of Students Suspended In-School will decrease from 294 in 2011-2012 to 279 in 2012-2013 -The total number of Out-of-Suspensions (including ATOSS) will decrease from 420 in 2011-2012 to 399 in 2012-2013 -The total number of Students Suspended Out-of-School will decrease from 251 in 2011-2012 to 235 in 2012-2013.							
	576	**547**					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	294	**279**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	420	**399**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	251	**235**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, District RtI facilitator and guidance walk-throughs
CHAMPS	6-8	USF Trainer District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, District RtI facilitator and guidance walk-throughs

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	**Problem-solving Process to Dropout Prevention**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through							

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

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. Health and Fitness Goal	1.1. Student resistance.	1. 1 Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8. 1.	1.1. Principal Guidance Counselors APC	1.1. Checking of student schedules	1.1. Student schedules Master schedule		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 38% on the Pretest to 41% on the Posttest	2012 Current Level :* **38%**	2013 Expected Level :* **41%**					

Health and Fitness Goals Professional Development

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

or PD Activity

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. Continuous Improvement Goal	1.1. Parents who cannot attend nightly school academic nights	1.1. Incorporate Arts to attract parents to come to nightly events. Recognize outstanding teachers, students, volunteers and etc and night time meetings. Incorporate a theme, food, entertainment into events	1.1. Task Force Chair	1.1. Collect agenda, sign-in sheet, and survey of specific activity	1.1 Specific parent survey results of the Activity.		
Continuous Improvement Goal #1: Based on the School Climate and Perception Survey for Parents, increase the parental involvement from 56% to 59%.	2012 Current Level :*	2013 Expected Level :*					

	56%	59%					

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).	A.1. Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to	A.1. Strategy: Students' comprehension of course content/ standards increases through the teacher's use of data to inform instruction. Teachers in all classes will use CCIM with core curriculum to provide differentiated instruction as a result of the common assessments to ensure the mastery of essential skills. Action Steps: Planning before the	A.1 Who -Principal -APC -Reading Coach -ESOL Resource Teacher How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. -EET observations both Pop In and Informals. -Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -Evidence of strategy in teachers' lesson plans seen	A.1. Teachers will reflect on lessons during the unit citing evidence of learning and use this knowledge to drive future instruction. Teacher maintains their assessments in the online grading system. Teachers will chart their common formative assessments through scantron. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will	A.1. FAIR During Grading Period Common Formative Assesments.2-3x Per Year		

	identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of impleme ntation of Differentiate d Instruction (both with the low performing and high performing students).	lesson •PLC identifies the essential skills and learning targets. PLC answers: "What do we want students to learn? How do we know they have learned it? •PLC identifies common assessment/ standards for upcoming units of instruction. •Assessments are pre-written to align with the standards. •Common formative assessments for each nine weeks are pre-written based on the standards and scope and sequence. •PLC's exchange assessments and complete	during administration walk-throughs. -EET Peer Mentor informal and formal observations. -School based informal and walk through observations. -Monitoring data will be reviewed every nine weeks. -Data analysis chat and individual action plans written with teacher and administration.	share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.			

		a test quality analysis. •Materials are reviewed to ensure that they support the learning standards. •PLC write SMART goals for the upcoming unit of instruction. •Professional development activity is shared for DI. Do/Check •PLC teacher instruct students using the core curriculum, incorporating effective strategies and DI. •At the end of the unit common formative assessment will be utilized to ensure mastery is met. Check/Act					

		•Teacher brings back assessment data back to the PLC •Students complete a self-reflection on their common formative assessment. •Based on the data, teachers discuss a repertoire of strategies to enhance learning. Mini lessons, enrichment/ reteaching assigned as necessary. •PLC to discuss how data will be used to support the learning. • Timely feedback given to the students. Whole Faculty Throughout					

		the entire school year, SIP will be discussed and faculty will participate in SIP reviews. Who -Principal -APC -Reading Coach -Subject Area Leaders How -PLC logs turned into adminis tration. Administrat ion provides feedback. -Classroom walk-throughs observing this strategy. -EET observations both Pop In and Informal.					

		- Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Peer Mentor informal and formal observations. -School based informal and walk through observations. -Monitoring data will be reviewed every nine weeks. - 1.1. Teachers will reflect on lessons during the unit citing evidence of learning and use this					

		knowledge to drive future instruction. Teacher maintains their assessments in the online grading system. Teachers will chart their common formative assessments through scantron. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of					

		instruction.					
Reading Goal A: The percentage of students scoring levels 4-9 on the Florida Alternate Assessment will increase from 76% to 79% in 2012-2013 school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76%	**79%**					

B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1. See Reading 1.1	B.1. See Reading 1.1	B.1. See Reading 1.1	B.1. See Reading 1.1	B.1. See Reading 1.1		
Reading Goal B: The percentage of students making learning gains in reading on the Florida Alternate Assessment will increase from 6% to 9% in 2012-2013 school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	6%	9%					

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
C. Students scoring proficient in Listening/ Speaking.	1.1. See Reading 1.1	1.1. See Reading 1.1	1.1. See Reading 1.1	1.1. See Reading 1.1	1.1. See Reading 1.1	

CELLA Goal #C: The percent of Students scoring proficient in Listening/Speaking on the CELLA will increase from 67% to 70%	2012 Current Percent of Students Proficient in Listening/Speaking: **67%**					
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

D. Students scoring proficient in Reading.	2.1. See Reading 1.1	2.1. See Reading 1.1	2.1. See Reading 1.1	2.1. See Reading 1.1	2.1. See Reading 1.1	
CELLA Goal #D: The percent of students scoring proficient in CELLA Reading will increase from 24% to 27% in 2012-2013.	2012 Current Percent of Students Proficient in Reading :					

	24%					
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
E. Students scoring proficient in Writing.	2.1. See Writing 1.1	2.1. See Writing 1.1	2.1. See Writing 1.1	2.1. See Writing 1.1	2.1. See Writing 1.1	

CELLA Goal #E: The percent of students scoring proficient in CELLA Writing will increase from 22% to 25% in 2012-2013	2012 Current Percent of Students Proficient in Writing : **22%**					

NEW Math Florida Alternate Assessment Goals

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

F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1. See Math 1.1	F.1. See Math 1.1	F.1. See Math 1.1	F.1. See Math 1.1	F.1. See Math 1.1		
Mathematics Goal F: The percent of students scoring proficient in FAA Mathematics will increase from 69% to 72% in 2012-2013	2012 Current Level of Performance:* **69%**	2013 Expected Level of Performance:* **72%**					

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1. See Math 1.1	G.1. See Math 1.1	G.1. See Math 1.1	G.1. See Math 1.1	G.1. See Math 1.1		
Mathematics Goal G: The percent of students making learning gains on FAA Mathematics will increase from 6% to 9% in 2012-2013	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	6%	9%					

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

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

H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal I:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1. See Science 1.1.	J.1. See Science 1.1.	J.1. See Science 1.1.	J.1. See Science 1.1.	J.1. See Science 1.1.		
Science Goal J: The percent of students making learning gains on FAA Science will increase from 6% to 9% in 2012-2013.	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					

NEW Biology End-of-Course (EOC) Goals

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

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

K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

NEW Writing Florida Alternate Assessment Goal

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

M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1. See Writing 1.1	M.1. See Writing 1.1	M.1. See Writing 1.1	M.1. See Writing 1.1	M.1. See Writing 1.1		
Writing Goal M: The percent of students making learning gains on FAA Writing will increase from 6% to 9% in 2012-2013	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	**N/A**					

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

STEM Goal(s)	Problem-Solving Process				

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

STEM Professional Development

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

Please note that each Strategy does not require a

professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Sustain/Increase the number of Career Technical Student Organization available and Career Technical Student participation.	Student resistance.	Increase student participation in CTSO competitions/ events.	CTE Teachers	Aggregate and analyze the data every quarter to develop next steps.	Log of number of CTSO events Log of number of students who attend CTSO events

CTE Professional Development

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

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

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Establishing or growing a CTSO.	6-8	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

☐ Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

Final Amount Spent			