FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mann Middle School	District Name: Hillsborough
Principal: Barbara Fillhart	Superintendent: Mary Ellen Elia
SAC Chair: Cherie Miller, Tracey Nelson and Sinead Williams	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Barbara Fillhart	BS In Physical Education and Health, Montclair State College Masters in Educational Leadership School University of South Florida	1	16 1/4	08/09: C. AYP- met 79% of criteria. FCAT Reading 35% meeting high standards. FCAT Math 35% meeting High standards. FCAT Science 20% meeting high standards. FCAT Writes 93% meeting High Standards. 09/10: D, AYP – met 77% of criteria, FCAT Reading 35% meeting high standards. FCAT Math 35% meeting high standards. FCAT Science 18% meeting high standards. FCAT Writes 89% meeting high standards. 10/11: D. AYP – met 77% of criteria. FCAT Reading 37% meeting high standards. FCAT Math 36% meeting high standards. FCAT Science 17% meeting high standards. FCAT Writes 85% meeting high standards (Former school – Sligh Middle school)

					11/12: B, 52% Proficient in Reading, 56% Making Learning Gains in Reading, 58% Lowest Quartile Making Learning Gains in Reading, 51% Proficient in Math, 61% Making Learning gains in Math, 60% Lowest Quartile Making Learning Gains in Math.
Assistant Principal	Dante Jones	Bachelors Degree Elementary Education ESE Masters Degree Educational Leadership	4	9	08/09:A, 90% AYP, 74% Proficient in Reading, 69% Making Learning Gains in Reading, 79% Lowest Quartile Making Learning Gains in Reading, 74% Proficient in Math, 76% Making Learning Gains in Math, 71% Lowest Quartile Math Gains. 09/10:A, 82% AYP, 75% Proficient in Reading, 68% Making Learning Gains in Reading, 68% Lowest Quartile Making Reading Gains , 77% Proficient in Math, 73% Making Learning Gains in Math, 72% Lowest Quartile Math Gains. 10-11: A, 69% AYP, 72% Proficient in Reading, 64% Making Learning Gains in Reading, 70% Lowest Quartile Making Reading Gains , 71% Proficient in Math, 68% Making Learning Gains in Math, 62% Lowest Quartile Math Gains. 11/12: B, 52% Proficient in Reading, 56% Making Learning Gains in Reading, 58% Lowest Quartile Making Learning Gains in Reading, 51% Proficient in Math, 61% Making Learning gains in Math, 60% Lowest Quartile Making Learning Gains in Math.
Assistant Principal	Anita Mason	Masters Degree: Educational Leadership, Emotional Handicapped, Elementary Education, and ESOL	11	8	08/09:A, 90% AYP, 74% Proficient in Reading, 69% Making Learning Gains in Reading, 79% Lowest Quartile Making Learning Gains in Reading, 74% Proficient in Math, 76% Making Learning Gains in Math, 71% Lowest Quartile Math Gains. 09/10:A, 82% AYP, 75% Proficient in Reading, 68% Making Learning Gains in Reading, 68% Lowest Quartile Making Reading Gains , 77% Proficient in Math, 73% Making Learning Gains in Math, 72% Lowest Quartile Math Gains. 10-11: A, 69% AYP, 72% Proficient in Reading, 64% Making Learning Gains in Reading, 70% Lowest Quartile Making Reading Gains , 71% Proficient in Math, 68% Making Learning Gains in Math, 62% Lowest Quartile Math Gains.

					11/12: B, 52% Proficient in Reading, 56% Making Learning Gains in Reading, 58% Lowest Quartile Making Learning Gains in Reading, 51% Proficient in Math, 61% Making Learning gains in Math, 60% Lowest Quartile Making Learning Gains in Math.

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	Tracey Nelson	Bachelor of Arts in Communications English 6-8 Certification Reading Endorsement	3	4	11/12: B, 52% Proficient in Reading, 56% Making Learning Gains in Reading, 58% Lowest Quartile Making Learning Gains in Reading, 51% Proficient in Math, 61% Making Learning gains in Math, 60% Lowest Quartile Making Learning Gains in Math. 10-11: A, 69% AYP, 72% Proficient in Reading, 64% Making Learning Gains in Reading, 70% Lowest Quartile Making Reading Gains 09/10 C 85% AYP McLane 08/09 B 64% AYP Giunta

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher Interview Day	District Personnel	June	
District Mentor Program	District Personnel	Ongoing	
District Peer Program	District Mentors	Ongoing	
Opportunities for Teacher Leadership	Principal	Ongoing	
Regular Time for teacher Collaboration	Principal	Ongoing	

Non-Highly Qualified Instructors

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

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**
• #7 out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) **Academic Coach** • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Subject Area Leader/PLC** • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

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
68	2 1%	20 29%	22 32%	24 35%	29 42%	50 74%	10 15%	0 0%	21 31%

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
Kim Coleman (District EET mentor)	Rexford Oliver Lauren Ashley Pareja Tiffany Sneden Maria Marshall Donna Karnoutsos-Sinudom Stephen Milis Brooke Storm	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs 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 MTSS Leadership Team. The Leadership team includes: • Principal • Assistant Principal for Curriculum • Assistant Principal for Administration • Guidance Counselors • School Psychologist • Social Worker • Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis), • ESE teacher • Subject Area Leaders • Team Leaders • SAC Chair • ELP Coordinator • ELL Representative • Attendance Committee Representative

- Behavior Team Representative
- AVID coordinator

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 core Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets monthly or more frequently depending on need.
Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
  - AVID Strategies – School wide binders, Cornell Notes, CRISS strategies in the classroom, progress reports/grades on line (Edline)
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

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

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PLST communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PLST.
- The Leadership Team/PLST and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
    - Use the problem-solving model when analyzing data:
        1. What is the problem? (Problem Identification)
        2. Why is it occurring? (Problem Analysis and Barrier Identification)
        3. What are we going to do about it? (Action Plan Design and Implementation)
        4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
    - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
    - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
    - Develop and target interventions based on confirmed hypotheses.
    - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
    - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
    - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
    - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
    - Assess the implementation of the strategies on the SIP using the following questions:
        1. Does the data show implementation of strategies are resulting in positive student growth?
        2. To what extent are we making progress toward the school's SIP goals?
        3. If we are making progress, what can we do to sustain what is working?
        4. What barriers to implementation are we facing and how will we address them?
        5. What should we do next? What should be our plan of action?

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series Data Wall *PLC Logs*	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ *Reading Resource Teacher/*Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of	*Ed-Line*	Individual Teachers/ Team Leaders/ PLC

instruction/big ideas.	*PLC Database* *PLC logs*	Facilitators/*Leadership Team Member*
Reports on Demand/Crystal Reports	*District Generated Database*	*Leadership Team/Specialty PSLT*

Supplemental/Intensive Instruction (Tiers 2 and 3)

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

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

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

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

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

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

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

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

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

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

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

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. **Common Core Reading Strategy Across all Content Areas** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade	1.1. Who -Principal -AP -Reading Coach -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress	1.1. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1: The percentage of students scoring a **Level 3** or higher on the 2013 FCAT Reading will increase from 52% to 55%.	2012 Current Level of Performance:* **52%**	2013 Expected Level of Performance:* **55%**					

				level/content area PLC action plans.	complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			1.2. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.2. **<u>Common Core Reading Strategy Across all Content Areas</u>** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **<u>All content area teachers are responsible for implementation</u>**. **<u>Action Steps</u>** Action steps for this strategy	1.2. <u>Who</u> -Principal -AP -Reading Coach -Resource Teachers -Subject Area Leaders <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation	1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks

			are outlined on grade level/content area PLC action plans.			
		1.3. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.3. **Common Core Reading Strategy Across all Content Areas** Teachers need to understand how to **design** and **deliver** a **close reading** (CIS) lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.3. Who -Principal -AP -Reading Coach -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. Administration shares the positive outcomes observed in PLC meetings on a monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	1.3. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	1.3. 3x per year - FAIR During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
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	**Student Evaluation Tool**

						effectiveness of strategy?	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1. SEE GOALS 1,3 & 4	2.1.	2.1.	2.1.
Reading Goal #2: The percentage of students scoring a **Level 4** or higher on the 2013 FCAT Reading will increase from 24% to 27%.	2012 Current Level of Performance:* **24%**	2013 Expected Level of Performance:* **27%**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. **Strategy** Student achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -Grade level/like-course	3.1. Who -Principal -AP -Reading Coach -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coach attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 56 points to 59	2012 Current Level of Performance:* **56 points**	2013 Expected Level of Performance:* **59 points**					

				PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	basis.		
			3.2. Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Student achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions	3.2. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)

<table>
<tr><td></td><td></td><td></td><td>and how that instruction will be provided
-Additional action steps for this strategy are outlined on grade level/content area PLCs.</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>3.3.</td><td>3.3.</td><td>3.3.</td><td>3..3.</td><td>3.3.</td></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.

Reading Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 58 points to 61 points

2012 Current Level of Performance:* 58 points

2013 Expected Level of Performance:* 61 points</td><td>4.1.
Scheduling time for the principal/APC to meet with the academic coach on a regular basis.
-Teachers willingness to accept support from the coach.</td><td>4.1.
<u>Strategy Across all Content Areas</u>

<u>Strategy/Task</u>
Student achievement improves through <u>teachers’ collaboration with the academic coach</u> in all content areas.

<u>Actions/Details</u>
Academic Coach
-The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher’s student past and/or present data.
-The academic coach rotates through all subjects’ PLCs to:
--Facilitate lesson planning that embeds rigorous tasks
--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb’s Depth of Knowledge question hierarchy
--Facilitate the identification, selection, development of rigorous</td><td>4.1.
<u>Who</u>
Administration
Reading Coach

<u>How</u>-
-Review of coach’s log
-Review of coach’s log of support to targeted teachers.
-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions</td><td>4.1.
Tracking of coach’s participation in PLCs.
-Tracking of coach’s interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs)
-Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</td><td>4.1.
<u>3x per year</u>
- FAIR

<u>During the Grading Period</u>
- Common assessments (pre, post, mid, section, end of unit)</td></tr>
</table>

				core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. ***Leadership Team and Coach*** -The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year. -Every two weeks, the academic coach meets with the principal/APC to: --Review log and work accomplished and --Develop a detailed plan of action for the next two			

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

<table>
<tr><td colspan="3">Reading Goal #5:</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</td><td>5A.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>5A.1.
See Reading goals 1, 3, and 4</td><td>5A.1.</td><td>5A.1.</td><td>5A.1.</td></tr>
<tr><td rowspan="3">Reading Goal #5A:

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 57% to 61%

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%.

The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 53% to 58%
.
The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 64%% to 68%</td><td>2012 Current Level of Performance:*

White: 57%
Black: 33%
Hispanic: 53%
Asian: 64%
American Indian: N/A</td><td>2013 Expected Level of Performance:*

White: 61%
Black: 40%
Hispanic: 58%
Asian: 68%
American Indian: N/A</td><td>5A.2.</td><td>5A.2</td><td>5A.2</td><td>5A.2</td><td>5A.2</td></tr>
<tr><td colspan="2"></td><td>5A.3.</td><td>5A.3.</td><td>5A.3.</td><td>5A.3.</td><td>5A.3.</td></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Fidelity Check
Who and how will the fidelity be monitored?</td><td>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</td><td>Student Evaluation Tool</td></tr>
<tr><td colspan="3">5B. Economically Disadvantaged students not making satisfactory progress in reading.</td><td>5B.1.</td><td>5B.1.
NA</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td></tr>
<tr><td rowspan="3">Reading Goal #5B:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td><td>5B.2.</td><td>5B.2.</td><td>5B.2.</td><td>5B.2.</td><td>5B.2.</td></tr>
<tr><td colspan="2"></td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in reading.							
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from __% to __%.	2012 Current Level of Performance:* **Goal Met**	2013 Expected Level of Performance:*					
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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	5D.1. **Strategy** SWD student achievement improves through the effective and **consistent implementation of students' IEP** goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department	5D.1. -FAIR 3x/year During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 25% to 33%. .	2012 Current Level of Performance:* **25%**	2013 Expected Level of Performance:* **33%**					

						Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			5D.2. -Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.2. **Strategy/Task** SWD student achievement improves through **teachers' implementation of the Plan-Do-Check-Act model** in order to plan/carry out lessons/assessments with appropriate strategies and modifications. **Actions** ***Plan*** For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD? ***Plan for the "Do"*** What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-	5D.2 Who -School based Administrators -PLC Facilitators How PLC logs (with specific SWD information) for like courses/grades.	5D.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5D.2 -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance

			understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the CRISS strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning? ***Reflect on the "Do"/Analyze Checks for Understanding and Student Work <u>during</u> the unit.*** For lessons that have already been taught within the unit of instruction, teachers **<u>reflect</u>** and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the CRISS strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the CRISS strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student			

			performance? -How do we take what we have learned and apply it to future lessons? ***Reflect/Check – Analyze Data*** Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which SWD are learning? **Act on the Data** After data analysis, develop a plan to act on the data. -What are we going to do about SWD not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?			
		5D.3	5D.3	5D.3	5D.3	5D.3

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

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1 -Teachers at varying understanding of the intent of the CCSS - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons	1.1 Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increases through participation in **higher order thinking questioning techniques** to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** **Action Steps** -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.	1.1 Who - Principal -AP -Math SAL -Peer and Mentor Evaluators How Monitored --PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check* Formative Assessments Spring Board Curriculum Classroom assessments based on course levels	1.1 Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. PLC Level -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. -Data is used to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	1.1 2-3x Per Year District Baseline and Mid-Year Testing Semester Exams During Grading Period Teacher Assessments (pre, post, mid, section, end of unit)
Mathematics Goal #1: The percentage of students scoring a **Level 3** or higher on the 2013 FCAT Math will increase from 51% to 54%.	2012 Current Level of Performance:* **51%**	2013 Expected Level of Performance:* **54%**					

				(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. **(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)**	*2nd Grading Period Check* *3rd Grading Period Check*		
			1.2. -Teachers are at varying levels of using collaborative structures PLC meetings need to focus on identifying and implementing activities to increase student engagement during the lessons.	**1.2** Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of **student engagement** is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the *Student Engagement Rubric* **(EET 3c)** This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and	1.2. Who - Principal -AP -Math SAL -Peer and Mentor Evaluators How Monitored --PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. *1st Grading Period Check*	**1.2** Strategy The purpose of this strategy is to strengthen the math core curriculum. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of **student engagement** is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the *Student Engagement Rubric* **(EET 3c)** This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning. **-Grouping of students are:**	1.2. -3x Per Year District Baseline and Mid-Year Testing Semester Exams During Grading Period Teacher Assessments (pre, post, mid, section, end of unit)

			promote significant learning. **-Grouping of students are:** -- productive and fully appropriate to the students or to the instructional purposes of the lesson. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** -Teachers attend school-based professional development activities on student engagement and apply those strategies in the classroom. -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g. manipulatives, technology, supplemental reading, speakers, real world connections) - Teachers use engagement tools in the classroom to enhance deep learning. -At the end of the unit,	Formative Assessments Spring Board Curriculum Classroom assessments based on course levels *2nd Grading Period Check* *3rd Grading Period Check*	-- productive and fully appropriate to the students or to the instructional purposes of the lesson. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** -Teachers attend school-based professional development activities on student engagement and apply those strategies in the classroom. -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g. manipulatives, technology, supplemental reading, speakers, real world connections) - Teachers use engagement tools in the classroom to enhance deep learning. -At the end of the unit, teachers administer the assessment. -After the assessment, teachers provide timely	

			teachers administer the assessment. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.		feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.	
		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.				**SEE GOAL 1**			
Mathematics Goal #2: The percentage of students scoring a **Level 4** or higher on the 2013 FCAT Math will increase from 22% to 25%.	2012 Current Level of Performance:* **22%**	2013 Expected Level of Performance:* **25%**					
			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.				**SEE GOAL 1**			
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 61 points to 64 points.	2012 Current Level of Performance:* **61 points**	2013 Expected Level of Performance:* **64 points**					
			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.				**SEE GOAL 1**			
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 60 points to 63 points.	2012 Current Level of Performance:* **60 points**	2013 Expected Level of Performance:* **63 points**					

		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: **Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report**						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics** Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 57% to 61%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 36% to 42%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT./FAA Math will increase from 48% to 53% The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 72% to 75%	2012 Current Level of Performance:* White: 57% Black: 36% Hispanic: 48% Asian: 72% American Indian: N/A	2013 Expected Level of Performance:* White: 61% Black: 42% Hispanic: 53% Asian: 75% American Indian: N/A		**SEE GOAL 1**		
			SEE GOAL 1			
		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. Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 42% to 48%.	2012 Current Level of Performance:* **42%**	2013 Expected Level of Performance:* **48%**	**SEE GOAL 1**			
			SEE GOAL 1			
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 37% to 43%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1 -Improving the proficiency of ELL students in our student is of high priority. -The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Math teachers implementation of CALLA is not consistent across math courses. -ELLs at varying levels	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy in math. **Action Steps** -ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area	5C.1 Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction.	5C.1 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Common assessments (pre, post, mid, section, end of unit)

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

		Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	ELLs. - ERT observes content area teachers using A+Rise and provides feedback, coaching and support. - District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise Strategies for ELLs.		on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
		5C.3 -Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support. -Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content** and district assessments in math: -Extended time (lesson and assessments) -Small group testing -Para support (lesson and assessments) -Use of heritage language dictionary (lesson and assessments)	5C.3 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.3 Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests
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	**Student Evaluation Tool**

					effectiveness of strategy?	
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			**SEE GOAL 1**			
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 22% to 30%.	2012 Current Level of Performance:* **22%**	2013 Expected Level of Performance:* **30%**				
			SEE GOAL 1			
		5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg1. Students scoring proficient in Algebra (Levels 3-5).				**SEE MATH GOAL 1.1 and 1.2**			
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 64% to 67%.	2012 Current Level of Performance:* **64%**	2013 Expected Level of Performance:* **67%**					
			1.3.	1.3.	1.3.	1.3.	1.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.				**SEE MATH GOAL 1.1 and 1.2**			
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 11% to 14%	2012 Current Level of Performance:* **11%**	2013 Expected Level of Performance:* **14%**					
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Engagement and Higher Order Thinking	6-8	-Math SAL -Grade Level Specific PLC Facilitators	Math Department	PLC Meetings every two weeks Common Planning of Units/Lessons	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester exams	6-8	-Math SAL -Grade Level Specific PLC Facilitators	Math Department	After the administration of the test	PLC logs	APC
IEP Training	6-8	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist

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 -Teachers are at varying levels of using collaborative structures -Lack of professional development using student engagement activities and strategies. -Lack of planning time to discuss the effectiveness of the strategies.	1.1.Strategy The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content/standards increase through appropriate engagement lab, tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of **student engagement** is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the *Student Engagement Rubric* **(EET 3c)** This strategy focuses on the following components in engagement: **-Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning. **-Grouping of students are:** -- productive and fully appropriate to the students or to the instructional purposes of the lesson. --influenced by the students	1.1. Who -Principal -AP -Science Subject Area Leaders -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) *1st Grading Period Check* Increased hands on learning with labs and gizmos. Common assessments by course *2nd Grading Period Check*	1.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers monitor their students' individual progress towards mastery. PLC Level -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -Subject Area Leader shares data with the Leadership Team. -LT uses data to evaluate the effectiveness of strategy implementation, and future professional development for teachers.	1.1.2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period A series of common assessments will be given for each Big Idea to assess student achievement on NGSSS. Teachers will analyze data and will FCIM (Florida Continuous Improvement Model) weaknesses the students have.
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 50% to 53%.	2012 Current Level of Performance:* **50%**	2013 Expected Level of Performance:* **53%**					

				information or adjustment. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally. --initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** **Plan** *Teacher PD* -Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom. *PLCs Before the Lesson* -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. -PLCs discuss how to use the student engagement rubric. -Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g., Kagan,manipulatives, technology, supplemental reading, speakers, real world	*3rd Grading Period Check*	*1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

				connections) -PLCs identify which student engagement activities would work best with a NGSSS. PLCs are answering the question, "How do we know if they have learned it?" **(EET Rubric 1f, 4d)** **Do/Check** *Teachers in the Classroom* - Teachers use engagement tools in the classroom to enhance deep learning. -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. -Teachers reflect on students' engagement by utilizing the **Student Engagement Rubric (on School Improvement Icon on IDEAS)** on a regular basis. -At the end of the unit, teachers administer an assessment to determine mastery. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)**		

				Check/Act *PLCs After the Common Assessment* -Teachers share their experiences with student engagement activities and they will have opportunity to model these student engagement strategies to other teachers. -Based on the data Engagement Rubric , teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** -PLC Facilitators/Subject Area Leaders put student engagement on every agenda, allowing teachers to share successes and challenges. -The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.			

				Whole Faculty -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.			
			1.2. Teachers at varying levels of skill expertise in using technology to foster higher order thinking. -PLCs need to spend time planning for checks for understanding within lessons. -Lack of technology within the classroom. -Uncertainty about how to use technology to increase higher order thinking.	1.2. Strategy The purpose of this strategy is to strengthen the science core curriculum. Students' comprehension of course content improves by participation in activites using technology. The use of technology will increase student interest resulting in a desire to think more higher order. These higher order activities will result in higher order thinking. **Action Steps** **Plan** *Teacher Planning* -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" **(EET Rubric 1e, 4d)** - With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). **(EET Rubric 1a, 3b, 4d)** -With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as: --Think-Pair-Share	1.2. Who -Principal -AP -Science Subject Area Leaders/Department Heads -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) *1st Grading Period Check* Increased hands on learning with labs and gizmos. Common assessments by course *2nd Grading Period Check* *3rd Grading Period Check*	1.2. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers monitor their students' individual progress towards mastery. PLC Level -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader shares data with the Leadership Team. -LT uses data to evaluate the	1.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period A series of common assessments will be given for each Big Idea to assess student achievement on NGSSS. Teachers will analyze data and will FCIM (Florida Continuous Improvement Model) weaknesses the students have.

			--Think and Write --3-2-1 Wrap-up --Break it Down *(Teach Like a Champion)* --Exit Tickets *(Teach Like a Champion)* --Check for Understanding *(Teach Like a Champion)* **(EET Rubric 1a, 3b, 4d)** -Teachers will receive district wide training on the use of GIZMOS in the classroom. -Teachers will also be mentored by a science teacher who has received GIZMO training. - PLCs are answering the question, "Which GIZMO activity would be best used for this NGSSS?"They are also asking the question,"Does the evidence show from assessment data that the GIZMO activity worked?" **Do/Check** *Teachers in the Classroom.* -During the lesson, teachers consistently implement checks for understanding strategies effectively. **(EET Rubric 3b)** -Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. **(EET Rubric 3b, 3c, 3d, 3e)** -Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of		effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

			strategies such as: --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --Implementing a collaborative structure activity. --Significantly modifying the activity if student engagement is not occurring. --If needed, teachers identifying likely content and activity challenges in the original lesson and tweaking the GIZMO lesson to suit differentiated instruction. **(EET Rubric 3e)** -At the end of the unit, teachers give an assessment identified from the core curriculum material. This will check to see if the NGSSS that has been targeted has been mastered by the students. **(EET Rubric 3d)** **Check/Act** *Teachers/PLCs after the Common Assessment* -Teachers bring their assessment data to their PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -In PLCs teachers discuss the outcomes of technology			

			based strategies and techniques during their lessons. **(EET Rubric 4a, 4d)** -Using the data, effective technology based strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in technology based strategies and techniques in order to model them for others. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend the lessons of other teachers who are using technology based instruction. **(EET 4e)** -Subject Area Leaders put technology based strategies and techniques on frequent agendas, allowing teachers to share successes and challenges. -Technology based strategies and techniques are on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year,			

			teachers will participate in faculty SIP Reviews where teachers showcase strategies and techniques.			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			**SEE GOAL 1**			
Science Goal #2: In grade 8, the percentage of Standard Curriculum students scoring a **Level 4 or higher** on the 2013 FCAT Science will increase from 14% - 17%	2012 Current Level of Performance:* **14%**	2013Expected Level of Performance:* **17%**				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Engagement	6-8	-Science SAL -Course specific PLC facilitators AVID Coordinator	Science	-PLCs: On-going -Demonstration Classrooms	Classroom observations Assessment data	Administration Team Science SAL Peer evaluator Mentor
Higher Order Thinking	6-8	-Science SAL -Course specific PLC facilitators AVID coordinator	Science	-PLCs: On-going -Demonstration Classrooms	Classroom observations Optional peer teacher observations	Administration Team Science Coach Science SAL Peer Evaluator Mentor

		District Trainers				
Lab, technology and hands-on activities	6-8	-Science SAL -Course specific PLC facilitators	Science	PLCs: On-going	Classroom observations Assessment data	Administration Team Science Coach Science SAL Peer evaluator

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 - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.	1.1 Strategy The purpose of this strategy is to strengthen the Language Arts core curriculum. Students' comprehension of course content/standards increases through participation in **higher order thinking questioning techniques** to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. **(EET Rubric 1e, 3b)** **Action Steps** **Plan** *Teacher PD for General Higher Order* -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. *Planning/PLCs Before the Lesson* PLCs answer the question	1.1 Who -Principal -AP -Language Arts Subject Area Leader -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies. 1st Grading Period Check Developing: A recent CollegeBoard	1.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. Language Arts teachers will implement writing conferences while the students are writing. These writing conferences will allow Language Arts teachers to differentiate writing instruction based on each student's needs during the writing process. This process will also allow Language Arts teachers to correct mistakes students are making in their essays, so that students are not practicing the mistake. -At the end of the unit, teachers administer the assessment. PLC Level	1.1. 2-3x Per Year District Baseline and Mid-Year Testing Semester Exams During Grading Period Chapter **Assessments** (pre, post, mid, section, end of unit)
Writing/LA Goal #1: In grades 6-8, the percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 86% to 89%.	2012 Current Level of Performance:* **86%**	2013 Expected Level of Performance:* **89%**					

				"How do we know if they have learned it?" **(EET Rubric 1f, 4d)** -Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons. -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. **(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)** -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. **(EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)** Language Arts teachers will implement writing conferences while the students are writing. These writing conferences will allow Language Arts teachers to differentiate writing instruction based on each student's needs during the writing process. This process will also allow Language Arts teachers to correct mistakes students are making in their essays, so that students are not practicing the mistake. -At the end of the unit, teachers administer the assessment. **Do/Check** *Teachers in the Classroom* -During the lesson, teachers frequently ask higher order questions. The teacher	walkthrough showed an increase in higher order questions. 2nd Grading Period Check 3rd Grading Period Check	-PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. -Data is used to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

				responds to students' correct answers by probing for higher-level understanding in an effective manner. **(EET Rubric 1b, 3b, 3e)** -During the lesson, teachers successfully engage all students in the discussion. **(EET Rubric 1b, 3b, 3e)** -Students formulate many of the high-level questions and ensure that all voices are heard. **(EET Rubric 3b)** -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. **(EET Rubric 1c, 3a, 3b, 3c)** **Check/Act** -Based on individual teacher assessment data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques in order to set up demonstration			

				classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to attend demonstration classrooms. **(EET 4e)** *Whole Faculty* -Throughout the school year, teachers participate in faculty SIP Reviews where teachers showcase higher order thinking effective strategies			
			1.2 -Teachers are at varying levels of using collaborative structures PLC meetings need to focus on identifying and implementing activities to increase student engagement during the lessons.	1.2 Strategy The purpose of this strategy is to strengthen the Language Arts core curriculum. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of **student engagement** is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson using the *Student Engagement Rubric* **(EET 3c)** This strategy focuses on the following components in engagement: -**Activities and assignments**: --are the centerpiece of learning and promote higher order thinking. --emphasize depth over breath. --are highly intellectual and promote significant learning.	1.2 Who -Principal -AP -Language Arts Subject Area Leader -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	1.2 Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate the average unit assessment score for all their students per class/course. -Teachers chart their students' individual progress towards mastery. Language Arts teachers will implement writing conferences while the students are writing. These writing conferences will allow Language Arts teachers to differentiate writing instruction based on each student's needs during the writing process. This process will also allow Language Arts teachers to correct mistakes students are making in their essays, so that students are not practicing the mistake. -At the end of the unit, teachers	1.2 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Chapter **Assessments** (pre, post, mid, section, end of unit)

			-Grouping of students are: -- productive and fully appropriate to the students or to the instructional purposes of the lesson. --influenced by the students information or adjustment. **-Instructional Materials and resources are**: --suitable to the instructional purposes and engage students mentally. --initiated by student choice, adaptation, or creation of materials to enhance their learning. --supplemented when better suited to engaging students in deep learning. **-Structure and pacing are:** --highly coherent and allows for reflection and closure. --ideal for keeping momentum. --organized with a structure or an agenda, but with flexible time frames, to ensure appropriate time for all facets of the lesson. **Action Steps:** **Plan** *Teacher PD* -Teachers attend school-based professional development activities on student engagement and apply those strategies in the classroom. *PLCs Before the Lesson* -PLCs discuss best practices for student engagement outlined in this strategy and on the rubric. -PLCs discuss how to use the student engagement rubric.	*1st Grading Period Check* Progressing Teachers are beginning to implement student engagement strategies in classroom instruction. *2nd Grading Period Check* *3rd Grading Period Check*	administer the assessment. PLC Level -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. -Data is used to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers. *1st Grading Period Check* *2nd Grading Period Check* *3rd Grading Period Check*	

			-Within PLCs, teachers discuss resources to use for engaging students in learning. (e.g. manipulatives, technology, supplemental reading, speakers, real world connections) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?" **(EET Rubric 1f, 4d)** Language Arts teachers will implement writing conferences while the students are writing. These writing conferences will allow Language Arts teachers to differentiate writing instruction based on each student's needs during the writing process. This process will also allow Language Arts teachers to correct mistakes students are making in their essays, so that students are not practicing the mistake. -At the end of the unit, teachers administer the assessment. **Do/Check** *Teachers in the Classroom* - Teachers use engagement tools in the classroom to enhance deep learning. -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their			

			understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. -At the end of the unit, teachers administer the assessment. -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. **(EET Rubric 3d)** **Check/Act** *PLCs After the Assessment* -Teachers bring their assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. **(EET Rubric 4a)** -Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. **(EET 1c, 1f, 4a, 4d, 4e)** *Administrators/Leadership Team* -Through walkthroughs teachers are identified that excel in student engagement in order to set up demonstration classrooms. **(EET 4d, 4e)** -Classroom coverage is provided for teachers to			

			attend demonstration classrooms. **(EET 4e)** -The student engagement strategy is on the Leadership Team's agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome. *Whole Faculty* -Throughout the school year, teachers will participate in faculty SIP Reviews where teachers showcase student engagement effective strategies.			
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	6-8/ Language Arts	District Trainers	Language Arts Teachers	On-going	-Administration or Coach Walk-throughs -PLC logs turned into administration	SAL PLC Facilitators
Middle School Persuasive Writing Training	6-8/ Language Arts	District Trainers	Language Arts Teachers	Summer 2012	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Springboard Pacing	6-8/ Language Arts	LA SAL PLC facilitators	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance			1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 **Tier 1** The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1: 1. The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. 2.The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% **(Editor note: Multiply total of unexcused absences in 2012-2013 (122) x 10% = 12.2; Always round up – 13; 122 – 13 = 109)** 3.The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease by 10%. **(Editor Note: Multiply total of unexcused tardies to school in 2010-2011 (58) x 10% = 5.8; Always round up – 6; 58 – 6 = 52)**	2012 Current Attendance Rate:* **93%** 2012 Current Number of Students with Excessive Absences (10 or more) **158** 2012 Current Number of Students with Excessive Tardies (10 or more) **56**	2013 Expected Attendance Rate:* **96%** 2013 Expected Number of Students with Excessive Absences (10 or more) **142** 2013 Expected Number of Students with Excessive Tardies (10 or more) **50**	1.2 -Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis.	1.2 **Tier 1** All teachers will post their attendance to EdLine at a minimum of once per week allowing parents to monitor attendance.	1.2 Assistant Principal/Team leaders/ Department Heads will monitor Edline	1.2 Principal will use Edline reports to evaluate teachers adherence to policy	1.2 Edline Reports
			1.3 There is no system to reinforce parents for facilitating improvement in attendance.	1.3 **Tier 2** Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a	1.3 Social Worker Guidance Counselor PSLT	1.3 The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication	Instructional Planning Tool Attendance/Tardy data

			letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.		about these children.	

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) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with	1.1 Who -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%. **(Editor Note: Multiply total of ISS in 2011-2012 (211) x 10% = 21.1; Always round up – 22; 211 – 22 = 189 for new school year.)**	2012 Total Number of In –School Suspensions **928** 2012 Total Number of Students Suspended In-School **375**	2013 Expected Number of In- School Suspensions **835** 2013 Expected Number of Students Suspended In -School **337**					

2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%. **(Editor Note: Multiply total number of students receiving ISS in 2011-2012 (73) x 10% = 7.3; Always round up – 8; 73 – 8 = 65 for new school year.)** 3. The total number of Out-of-School Suspensions will decrease by 10%. **(Editor Note: Multiply total number of OSS in 2011-2012 (105) x 10% = 10.5; Always round up – 11; 105 – 11 = 94 for new school year.)** 4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. **(Editor Note: Multiply total number of students receiving OSS in 2011-2012 (39) x 10% = 3.9; Always round up – 4; 39 – 4 = 35 for new school year)** Enter narrative for the goal in this box.	2012 Number of Out-of-School Suspensions **468** 2012 Total Number of Students Suspended Out- of- School **262**	2013 Expected Number of Out-of-School Suspensions **421** 2013 Ex pected Number of Students Suspended Out- of-School **235**		resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.			
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Positive Behavior Support (PBS)	6-8	District USF Trainer	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

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. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8	1.APC Guidance	1.Checking student schedules	1.
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the pacer for assessing aerobic capacity and cardiovascular health will increase from ? on the pretest to ? on the posttest.	**?**	**?**	1.2.	**2.** Health and physical activity initiatives developed and implemented by the Principal's designee.	**2.** Principal's designee.	**2.** Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	**2.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
Enter narrative for the goal in this box.			1.3.	**3.** Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	**3.** Physical Education Teacher	**3.** Classroom walk-throughs Class schedules	**3.** PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

				meetings)		

Continuous Improvement Goal(s)

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

Additional Goal(s)			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal			1.1 -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	1.1 The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1 Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1 PLC Survey materials from Teams to Teach (Anne Jolly)
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 56 in 2012 to 59 in 2013.Enter narrative for the goal in this box.	2012 Current Level :* **56%**	2013 Expected Level :* **59%**					
			1.2 -Not enough time to meet in PLCs.	1.2 Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.	1.2 Who Leadership team How Leadership team	1.2 "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share	1.2 PLC Survey materials from Teams to Teach (Anne Jolly)

				aggregates the data	outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	
		1.3.	1.3.	1.3.	1.3.	1.3.

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
PLCs	All grade levels	SAL's, PLC facilitators Lead Teachers	School-wide	PLCs meet every two-three weeks for Plan-Do-Check-Act PLCs	Administrator and leadership team walk-throughs Administrator and Leadership	Leadership Team
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every two - 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

<table>
<tr><td colspan="3">A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</td><td>A.1.</td><td>A.1.</td><td>A.1.
See Reading Goal 5d</td><td>A.1.</td><td>A.1.</td></tr>
<tr><td rowspan="3">Reading Goal A:

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>65%</td><td>66%</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td><td>A.2.</td></tr>
<tr><td colspan="3"></td><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td><td>A.3.</td></tr>
<tr><td colspan="3">B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</td><td>B.1.</td><td>B.1.</td><td>B.1.
See Reading Goal 5d</td><td>B.1.</td><td>B.1.</td></tr>
<tr><td rowspan="3">Reading Goal B:

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>9%</td><td>10%</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td><td>B.2.</td></tr>
<tr><td colspan="3"></td><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td><td>B.3.</td></tr>
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NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 listening/speaking section of the Cella will increase from 43% to 46%	2012 Current Percent of Students Proficient in Listening/Speaking: **43% of all ELL students are proficient in Listening/Speaking as measured by the CELLA.**					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading Section of the Cella will increase from 17% to 20%	2012 Current Percent of Students Proficient in Reading : **17% of all ELL students are proficient in Reading as measured by the CELLA.**					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

E. Students scoring proficient in Writing.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 writing section of the Cella will increase from 18% to 21%	2012 Current Percent of Students Proficient in Writing : **18% of all ELL students are proficient in Writing as measured by the CELLA.**	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1. See Math Goal 5d	F.1.	F.1.	F.1.
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%	2012 Current Level of Performance:* **50%**	2013 Expected Level of Performance:* **51%**					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1. See Math Goal 5d	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students making Learning Gains on the 2013 FAA will maintain or increase by 1%	2012 Current Level of Performance:* **11%**	2013 Expected Level of Performance:* **12%**					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.	J.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented	J.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	J.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher	
Science Goal J: There are only 9 students, we write the strategy but to protect student anonymity we refrain from including the data	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

				consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.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).							
Writing Goal M: N/A There are only 9 students, we write the strategy but to protect student anonymity we refrain from including	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

the data		M.2.	M.2.	M.2.	M.2.	M.2.
		M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1 Need common planning time for math, science, ELA and other STEM teachers	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead -Subject Area Leaders	1.1 Administrative/SAL walk-throughs	1.1 Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Sustain/Increase the number of Career Technical Student Organization chapters from 3 in 2011-2012 to 4 in 2012-2013. Increase the student membership from 33 in 2011-2012 to 37 in 2012-2013.	1.1. Cost of Dues. Limited amount of chapters per school.	1.1. Increase student participation in CTSO competitions/events. Recruit scholarship funds to assist with dues to encourage more participation in CTSO competitions/events.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Log of number of CTSO events Log of number of students who attend CTSO events
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

x☐ Yes ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
See Reading, Math, and Science Goals	Teacher mini grant awarded to Ms. Pfeffer for Yearbook class. Items approved by SAC – 3 in1 printer, 2 camera's with rechargeable batteries and 8G SD cards. All items needed to support and help success of yearbook.	$364.00	$364.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to AVID Coordinator Mrs. Gloer. Materials will be purchased to support our school wide binder initiative. Mrs. Gloer will purchase additional binders and duct tape to repair binders for our lower SES students.	$350.00	$350.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to 6th grade team. Supplies for lower SES students to include: page protectors, duct tape, dividers, scissors and binders. 6th grade team is creating a binder repair cart to help students maintain their binders and promote organizational tools.	$350.00	$350.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to Mrs. Napier – 6th grade language arts. $169 approved by	$169.00	$169.00

	SAC for class set of vocabulary workbooks to support student learning.		
See Reading, Math, and Science Goals	Teacher mini grant awarded to Mrs. Siliati for two Art projects. $385 requested and approved.	$385.00	$385.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to Mrs. Suralis for Agriculture projects. Supplies to be purchased include: lumber, plywood, irrigation supplies, nails, seeds for garden projects.	$500.00	$500.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to Mr. Ramsey for Math class. Mr. Ramsey wants to purchase dual headphone jacks so that more than one student may listen to online lessons when utilizing the "I CAN Learn Lab".	$150.00	$150.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to Mrs. Miller for academic elective. Mrs. Miller is to purchase 10 amime Studio Debut licenses from Smith Micro Software. Will allow students to create PSAs as cartoons and use other medium forms.	$300.00	$300.00
See Reading, Math, and Science Goals	Teacher mini grant awarded to Mr. Spurrier for ELL students. Mr. Spurrier will purchase milestone workbooks used to build developmental skills that work toward Springboard skills, supplement to work with student textbooks.	$504.00	$504.00
Final Amount Spent			$3072.00 ($3088.80 available)