# Florida Department of Education

# Differentiated Accountability



Proposed for 2012-2013

# 2012 – 2013 SCHOOL IMPROVEMENT PLAN

# **PART I**

# **School Information**

School Name:	District Name:
Benito Middle School	Hillsborough
Principal:	Superintendent:
John Sanders	Mary Ellen Elia
SAC Chair:	Date of School Board Approval:
Amy Schechter	
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# **Student Achievement Data**

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

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.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

# **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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT
			Years at	Years as an	(Proficiency, Learning Gains, Lowest 25%), and AYP information
		Certification(s)	Current School	Administrator	along with the associated school year)

2012-2013	2012-2013 School Improvement Plan (SIP)-Form SIP-1							
Principal	John Sanders	M.Ed.	4	17	11/12 School Year at Benito M.S.			
		BA			School Grade A			
					10/11School Year at Benito M.S. School Grade A			
					69% AYP			
					Reading			
					Percent Proficient: 82%			
					% Learning Gains: 64%			
					Gains in Lowest 25%:60 %			
					<u>Math</u>			
					Percent Proficient: 82%			
					% Learning Gains: 79%			
					Gains in Lowest 25%:68 %			

2012-2013	012-2013 School Improvement Plan (SIP)-Form SIP-1							
					09/10 School Year at Benito M.S.			
					School Grade A			
					82% AYP			
					Reading			
					Percent Proficient: 83%			
					% Learning Gains: 73%			
					Gains in Lowest 25%: 70%			
					<u>Math</u>			
					Percent Proficient: 81%			
					% Learning Gains: 78%			
					Gains in Lowest 25%: 75%			
					Gains in Lowest 2570. 7570			
					08/09 School Year at Benito M.S.			
					School Grade A			

2012-2013 School Improvement Plan (SIP)-Form SIP-1				
			85% AYP	
			Reading	
			Percent Proficient: 81%	
			% Learning Gains: 68%	
			Gains in Lowest 25%: 73%	
			Math_	
			Percent Proficient: 81%	
			% Learning Gains: 78%	
			Gains in Lowest 25%: 75%	

2012-2013 School Improvement Plan (SIP)-Form SIP-1							
Assistant Principal	Arlene McDermott	Ed. D.	4	11	11/12 School Year at Benito M.S.		
Timeipai		M.Ed.			School Grade A		
		M.Ea.			School Grade A		
		BA					
					10/11School Year at Benito M.S.		
					School Grade A		
					69% AYP		
					05/01111		
					Reading		
					Percent Proficient: 82%		
					Percent Proficient: 82%		
					% Learning Gains: 64%		
					G : I		
					Gains in Lowest 25%:60 %		
					<u>Math</u>		
					Percent Proficient: 82%		
					% Learning Gains: 79%		
					Gains in Lowest 25%:68 %		
					Guins III Lowest 23/0.00 /0		

2012-2013 School Improvement Plan (SIP)-Form SIP-1					
	09/10 School Year at Benito M.S.				
	School Grade A				
	82% AYP				
	<u>Reading</u>				
	Percent Proficient: 83%				
	% Learning Gains: 73%				
	Gains in Lowest 25%: 70%				
	<u>Math</u>				
	Percent Proficient: 81%				
	% Learning Gains: 78%				
	Gains in Lowest 25%: 75%				
	08/09 School Year at Benito M.S.				
	School Grade A				
	85% AYP				

2012-2013	2012-2013 School Improvement Plan (SIP)-Form SIP-1					
	_					
					Reading	
					Percent Proficient: 81%	
					% Learning Gains: 68%	
					Gains in Lowest 25%: 73%	
					Math_	
					Percent Proficient: 81%	
					% Learning Gains: 78%	
					Gains in Lowest 25%: 75%	

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Assistant Angus "Bill" Chisholm M.Ed 4 11 11/12 School Year at Benito M.S.							

2012-2013	012-2013 School Improvement Plan (SIP)-Form SIP-1							
					09/10 School Year at Benito M.S.			
					School Grade A			
					82% AYP			
					Reading			
					Percent Proficient: 83%			
					% Learning Gains: 73%			
					Gains in Lowest 25%: 70%			
					<u>Math</u>			
					Percent Proficient: 81%			
					% Learning Gains: 78%			
					Gains in Lowest 25%: 75%			
					08/09 School Year at Benito M.S.			
					School Grade A			
					Sonoti Grade 11			

2012-2013 School Imp	2012-2013 School Improvement Plan (SIP)-Form SIP-1					
			85% AYP			
			Reading			
			D (D C : 4 010/			
			Percent Proficient: 81%			
			% Learning Gains: 68%			
			70 Learning Gams. 0070			
			Gains in Lowest 25%: 73%			
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			<u>Math</u>			
			Percent Proficient: 81%			
			% Learning Gains: 78%			
			G :			
			Gains in Lowest 25%: 75%			

# **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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades,
			Years at	an	FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP
Area		Certification(s)	Current School		information along with the associated school year)
				Instructional Coach	

Reading	School Improvement Pla Sherri Jackson	Ed.S. Reading	6 years	6 years as Coach	11/12 School Year at Benito M.S.
		Ed. Leadership M.Ed.			School Grade A
					10/11School Year at Benito M.S.
					School Grade A
					69% AYP
					Reading
					Percent Proficient: 82%
					% Learning Gains: 64%
					Gains in Lowest 25%:60 %
					Subgroups not making gains: BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES
					<u>Math</u>
					Percent Proficient: 82%
					% Learning Gains: 79%
					Gains in Lowest 25%:68 %
					Subgroups not making gains: BLACK, HISPANIC,

2012-2013 School Improvement Plan (S	Form SIP-1
	ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES
	Writing: 95% of students are meeting high standards in writing  All subgroups make AYP in writing
	Science: 68% of students are at or above grade level in science
	09/10 School Year at Benito M.S. School Grade A
	82% AYP
	Reading  Percent Proficient: 83%
	% Learning Gains: 73%  Gains in Lowest 25%: 70%
	Subgroups not making gains: BLACK, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH

2012-2013	School Improvement Pla	n (SIP)-Form SIP-1		
				DISABILITIES
				<u>Math</u>
				Percent Proficient: 81%
				% Learning Gains: 78%
				Gains in Lowest 25%: 75%
				Subgroups not making gains: BLACK, ECONOMICALLY DISADVANTAGED, ENGLISH LANGUAGE LEARNERS, STUDENTS WITH DISABILITIES
				Writing: 96% of students are meeting state standards in writing.
				Science: 65% of students at or above grade level in Science

# **Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	James Goode	June	
3. District Mentor Program	District Mentors	ongoing	

4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

# **Non-Highly Qualified Instructors**

# 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
Teachers	<u>Administrators</u>
• 3	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.

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

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	)	<i>2)</i>	1 )	3)	(U)		(9	)	4 <i>)</i>
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# **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
Kelly Brennan	Staisy Kibart	New teacher	District Mentoring Program

Kelly	Megan	New	District
Brennan	Orsini	teacher	Mentoring
			Program
Kelly	Teresa	New	District
Brennan	Lucas	teacher	Mentoring
			Program
Kelly	Dominique	New	District
Brennan	Thompson	teacher	Mentoring
			Program

Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.)

### This support includes:

- Observing- Mentors will conduct informal observations using a variety of instruments. These include anecdotal records, observation tools from the New Teacher Center and other observation templates based on Charlotte Danielson's Framework.
- Conferencing- Mentors will conference with the new teacher after the informal observation or formal observation process to develop future next steps to increase student achievement.
- Co-teaching- Mentors can work together with the new teacher to develop lessons and then together deliver the instruction for whole group lessons or small group lessons.
- Modeling lessons- Mentors can prepare lessons with the new teacher or individually to model a lesson, technique, tool or strategy.
- Lesson Planning-Mentors will support the new teacher to develop backwards lesson plans by using templates found within the new teacher tools.
- Analyzing student work- Mentors will guide new teachers to analyze student work in order to use the data to plan for future differentiated instruction and to help to increase student achievement.
- Working with support staff- Mentors will work with administration and support staff in order to guide the new teacher with resources needed, school and county communication links and by helping to provide connections to School and Community resources.
- The Mentor will also assist the new teachers with relationships with administration, support staff and department/team.

- TIP (Teacher Induction Program)- Mentors will guide and support new teachers to take trainings within the TIP program in order to meet their
  first and second year requirements for their certification. Mentors will be responsible for documenting all new teacher Inservice records on TIP
  documentation. Teachers will be responsible for communicating the courses taken in a timely fashion to complete the necessary reflection
  pieces.
- Parent Communication- Mentors will guide the new teachers with best practices on how to communicate with parents by role playing and problem solving.
- Support with site based requirements- Mentors will support new teachers with report cards (reviews), RTI packets, progress alerts, Cum folders.
- Goal Setting- Mentors will support the new teacher to reflect on their practice guiding them to set next steps for future goals to increase student achievement.
- Resource Provider- Mentors will provide resources to new teachers in areas of need.

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

School-Based MTSS/RtI Team

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 The Leadership team includes: 1. John Sanders—Principal a. Coordinate RTI Process b. Delegate as needed 2. Arlene McDermott—APC a. Assist in collection of data from EdConnect b. Coordinate ELP c. Assist in gathering data regarding discipline d. Turn data into Schechter by dates determined at meetings 3. Bill Chisholm—APA a. Attendance Committee Representative b. Assist in gathering data regarding discipline c. Turn data into Schechter by dates determined at meetings 4. Renee Bayless & Barbara Alexander--Guidance Counselors

a. Assist in gathering attendance/discipline data

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 b. Funnel children to Claudia, the intervention representative 5. Amy Schechter—MTSS/RTI Coordinator/SAC Chair a. Maintains School Improvement Plan b. Periodically delivers trainings to the faculty on MTSS/RTI, PLC's, & SIP c. All PLC data should be first delivered through SAL's then forwarded to Amy 6. Claudia Long—Intervention Representative a. Teachers will submit completed MTSS/RTI paperwork to her for children with academic/behavior needs beyond the core curriculum b. Periodically will give presentations to the faculty depending on schoolwide needs c. Assist in gathering data on attendance/tardy issues d. Turn data into Schechter by dates determined at meetings 7. Bryan Noll—School Social Worker a. Gather data regarding attendance/tardy issues

b. Turn data into Schechter by dates determined at meetings

8. Sherri Jackson—Academic Reading Coach

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 a. Facilitates collection of reading department assessment data b. Coordinates FAIR c. Delivers reading and AVID strategy training to faculty periodically as needed 9. Matt Hensley—ESE Specialist a. Works with Claudia to follow up on MTSS/RTI referrals for academic/behavior needs of students b. Works to make sure Tier-2 strategies are working c. Formulates plans for Tier-3 students not functioning in co-teach or small group settings 10. Laura VonStaden—Data Facilitator a. Completes Mid-Year Report b. Assists in Compilation of School-wide Data c. Periodically delivers trainings to faculty as needed 11. Donna Hodnett, Barbara Lind, Nohelia Resto, Amy Schechter--Subject Area Leaders a. Facilitate collection of PLC data from all grade levels

12. Rebecca Charriez—ELL Representative

b. Turn data into Schechter by dates determined at meetings

# a. Compiles CELLA data b. Reports out to RTI members c. Makes recommendations for ESOL kids to enter Tier 3 d. Turns in data to Schechter by dates determined at meetings

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 as needed. Specific responsibilities include:

- Oversee the multi-layered model of *instructional* delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule 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) 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)
  - o 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.
- 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/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership
  Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team
  members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The *Leadership Team*/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - Use the problem-solving model when analyzing data:
    - 1. What is the problem? (Problem Identification)
    - 2. Why is it occurring? (Problem Analysis and Barrier Identification)
    - 3. What are we going to do about it? (Action Plan Design and Implementation)

- 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
- Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas curriculum content, behavior, and attendance
- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- Develop and target interventions based on confirmed hypotheses.
- Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
  - 1. Does the data show implementation of strategies are resulting in positive student growth?
  - 2. To what extent are we making progress toward the school's SIP goals?
  - 3. If we are making progress, what can we do to sustain what is working?
  - 4. What barriers to implementation are we facing and how will we address them?
  - 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

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

# **Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released tests	Instructional Planning Tool (Sagebrush)	Reading Coach/Math Coach/AP
		Individual teachers will access student FCAT data and discuss in PLC's
Baseline and Midyear District Assessments	Scantron Achievement Series  Data Wall	Leadership Team, PLCs, Subject Area Leaders, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series  Data Wall	Leadership Team, PLCs, individual teachers
Readistep		

District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science  Reading  FAIR Testing  Voyager/Journey's data  Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded Assessments—SpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	Subject-specific assessments generated by	Scantron Achievement Series	Leadership Team, PLCs, Subject Area
Language Arts, Math, Writing and Science  Readina  FAIR Testing  Voyager/Journey's data  Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative		Scarte of Active Vernette Series	· · ·
Reading  FAIR Testing  Voyager/Journey's data  Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	1	Data Wall	Leaders, marriadar teachers
FAIR Testing  Voyager/Journey's data  Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	Language / it to, math, triting and bolence	2000 1000.	
Voyager/Journey's data  Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	<u>Reading</u>	PLC Logs	
Voyager/Journey's data  Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative			
Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	FAIR Testing		
Academy of Reading/MCI/S.P.I.R.E  LDC Modules (Writing Samples)  Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative			
Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	Voyager/Journey's data		
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Language Arts/Writing  Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	Academy of Reading/MCI/S.P.I.R.E		
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Monthly Writes  Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	LDC Modules (Writing Samples)		
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Embedded AssessmentsSpringBoard  Midyear Exam  Final Exam  Math  Chapter Tests  Formative	Monthly Writes		
Midyear Exam  Final Exam  Math  Chapter Tests  Formative	monthly writes		
Midyear Exam  Final Exam  Math  Chapter Tests  Formative	Embedded AssessmentsSpringBoard		
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Chapter Tests Formative	Final Exam		
Chapter Tests Formative			
Formative	<u>Math</u>		
Formative	Chamban Tasta		
	Chapter rests		
	Formative		
	Tormative		
Midvear	Midyear		
Final	Final		

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Social Studies **Chapter Tests Formative** Civics Exam <u>Science</u> **Chapter Tests Formative** Midyear Final **Electives** Teacher-generated common assessments **Formative** Final Progress Monitoring and Reporting Network Reading Coach/Reading PLC Facilitator **FAIR** Data Wall **CELLA** Sagebrush (IPT) **ELL PSLT Representative** 

Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT/APC
DRA-2	School Generated Excel Database	Individual Teacher
Social Studies		
Reading		
Language Arts/Writing		
Science		
Math		
and teacher generated common formative assessments		
embedded assessments, end-of-chapter tests,		
core subject. Examples include SpringBoard	PLC logs	
Common Assessments will be monitored in each	PLC Database	Subject Area Leaders
on units of instruction/big ideas.	RIG D. I. I. I.	Facilitators/Leadership Team Members
Teachers' common core curriculum assessments	Ed-Line	Individual Teachers/ Team Leaders/ PLC

# 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)  (What specific assessments are you using?)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.  Teachers will choose "benchmark" assignments in their progression toward end-of chapter or unit goals to compare and drive instruction, remediation, and enrichment.	Individual teacher funnels information into PLC/Department data bases	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses (Middle/High)	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	easyCBM 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

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 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 *Rtl Committee/Rtl Facilitators* develop(s) resources and staff development trainings on PS/Rtl, 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/Rtl trainings/support sessions that are offered district-wide*. Our school will invite our area Rtl Facilitator to visit *as needed* to review our progress in implementation of PS/Rtl 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/Rtl as they become available.

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).

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

- Principal: John Sanders
- Assistant Principal for Curriculum: Arlene McDermott
- Reading Coach: Sherri Jackson
- Reading Teachers: Lee Ann Mason, Glenn Geigler, Maria Echenique
- Media Specialist: Nicole Renshaw
- Teachers across content areas (Language Arts, Math, Science, Social Studies, **AVID** and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains: Laura VonStaden, Camilla Loomis, Johnna Orlando, Barbara Lind, , and Stephanie Sorensen
- Language Arts Subject Area Leaders: Amy Schechter, Donna Hodnett (Science SAL), Barbara Lind (Social Studies SAL), and Nohelia Resto (Math SAL)

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 and reading coach 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. In addition, the LLT creates an LLT Action Plan (based on SIP data) with school wide literacy activities for students and professional development for teachers.

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

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

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

How are Reading Leadership Teams used to create capacity of reading knowledge within the school and focus on areas of literacy concern across the school?

- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).

The Reading Leadership Team membership is comprised of teachers from

all content areas, the reading coach and literacy teacher leaders, and the administrative team. The team conducts a review of school-wide student achievement data to identify areas of literacy strength and concerns, as well as, the demands of the current instructional shifts such as the impact of the Common Core State Standards expectations on rigor and relevance. After the data review and participation in professional development to better understand the demands of the instructional shifts, the team will identify specific areas of focus based on their data analysis to create their plan of work. The areas of focus should center on understanding the use of complex text and the use of close reading models, such as the Comprehension Instructional Sequence model and/or the Literacy Design Collaborative model in identified courses and/or grade levels. The plan of work should include investigation and selection of a model that best addresses their strengths and weaknesses, providing professional development to appropriate stakeholders, ongoing classroom support of the model implementation by the reading coach, administrator, and literacy leaders, and data review and reflection.

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

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

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

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 by the reading coach at each school site through district-provided training. Mandatory

## 2012-2013 School Improvement Plan (SIP)-Form SIP-1 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 and reading coach is the chairperson of the committee. They both guide 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. Additionally, the use of AVID reading strategies will be integrated in instruction.

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.

2012-2013 School Improvement Plan (SIP)-Form SIP-1										
PART II: EXPECTED IMPROVEMENTS										
Reading Goals										
Reading Goals Problem-Solving Process										
Hillsborough 2012 Rule 6A-1.099811										

Revised July 18, 2012

2012-2013 School Improvement Plan (SIP)-Form SIP-1 to Increase Student Achieve ment Fidelity Check Based on the analysis Anticipated Strategy Data Check Strategy **Student Evaluation Tool** of student achievement Barrier data, and reference to Who and how will the How will the evaluation tool data be used to "Guiding Questions", identify and define areas fidelity be monitored? determine the effectiveness of strategy?

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complex texts with all students. All content area teachers are responsible for implementati on.  -Administration shares the positive outcomes observed in PLC  Action Steps  or coach after a unit of instruction is complete.  -Administration and coach rotate through PLCs looking for complex text discussion.  -Administration shares the positive outcomes observed in PLC  Action Steps  or coach after a unit of instruction is complete.  -Administration and coach rotate through PLCs looking for complex text discussion.  -Administration shares the positive outcomes observed in PLC  meetings on a monthly basis.				into administration and/	data with the Leadership Team.						
with all students. All content area teachers are responsible for implementati on.  -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.			snare	or coach after a unit of	Details and the fail of the days are sent and						
students. All content area teachers are responsible for implementati on.  -Administration and coach rotate through PLCs looking for complex text discussion.  -Administration shares the positive outcomes observed in PLC Meetings on a monthly basis.			complex texts	instruction is complete							
content area teachers are responsible for implementati on.  -Administration and coach rotate through PLCs looking for complex text discussion.  on.  -Administration shares the positive outcomes observed in PLC Action Steps meetings on a monthly basis.				instruction is compiete.	student suppremental instruction.						
teachers are responsible for implementati on.  -Administration shares the positive outcomes observed in PLC  Action Steps  and coach rotate through PLCs looking for complex text discussion.  -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.				-Administration							
through PLCs looking for complex text discussion.  -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.											
for complex text implementati on.  -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.			comeners are								
implementati on.  -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.			_								
-Administration shares the positive outcomes observed in PLC  -Action Steps meetings on a monthly basis.				discussion.							
-Administration shares the positive outcomes observed in PLC Action Steps meetings on a monthly basis.			_								
observed in PLC  Action Steps meetings on a monthly basis.			<del></del>								
Action Steps meetings on a monthly basis.											
basis.											
basis.			Action Steps	meetings on a monthly							
Action steps Action steps				basis.							
			Action steps								

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

| For this strategy are outlined on grade level/content area PLC action plans. | 2012 Current Level of Performance: | 2013 Expected Level of Performance: | 2015 Expected

2012-2013 School Ir						
	1.2.	1.2.	1.2.	1.2.	1.2.	
	-Teachers	Common Core	Who	Teacher Level	3x per year	
		Reading Strategy		Table Botol	<u> </u>	
			-Principal	-Teachers reflect on lesson	- FAIR	
	strategy needs		-i inicipai	outcomes and use this	TAIR	
	professional		-AP	knowledge to drive future		
	development.	Common Core	-Ai	instruction.		
	Training for		-Instruction Coaches	instruction.		
	this strategy	Questions of all types	-mstruction Coaches	Teachers use the on-line		
		and levels are necessary	Danasana Taraham		Desire a tha Caratina Dania d	
		to scaffold students'	-Resource Teachers	grading system data to calculate	During the Grading Period	
		4 41 6		their students' progress towards		
		complex text. Teachers	-Subject Area Leaders/Department Heads	the development of their	- Common assessments (pre,	
	Training an	1 1 1	ANID C'A TE	individual/PLC SMART Goal	post, mid, section, end of unit,	
	content area	and use <u>higher-</u>	-AVID Site Team	DI GI	intervention checks)	
		order, text-dependent		PLC Level		
		questions at the word/		l		
			Have	-Using the individual teacher		
			<u>How</u>	data, PLCs calculate the		
		paragraph/passage	Des Esta DI C I and	SMART goal data across all		
		levels (Webb's, Bloom,	-Reading PLC Logs	classes/courses.		
		Costa's). Student	I A DICI			
			-Language Arts PLC Logs	-PLCs reflect on lesson		
		improves when students		outcomes and data used to drive		
			-Social Studies PLC Logs	future instruction.		
		evidence to support	El .: N.C.I			
			-Elective PLC Logs	-For each class/course, PLCs		
		dependent questions.	Dr. CG	chart their overall progress		
			-PLCS turn their logs into administration	towards the SMART Goal.		
			and/or coach after a unit of instruction is			
I		$\mathcal{E}$	complete.	<u>Leadership Team Level</u>		
		crafted text-dependent				
			-PLCs receive feedback on their logs.	-PLC facilitator/ Subject Area		
		in discovering and		Leader/ Department Heads		
		achieving deeper	-Reading Coach observations and walk-	shares SMART Goal data with		
			throughs	the Problem Solving Leadership		
		author's meaning. All		Team.		
			-Administrative walk-throughs looking for			
			implementation of strategy with fidelity	-Data is used to drive		
		implementation.	and consistency.	teacher support and student		
				supplemental instruction.		
I			-Administrator and Reading Coach			
			aggregate the walk-through data school-			
			wide and shares with staff the progress of			
			strategy implementation.			
		Action steps for this				
I		strategy are outlined on				
					ļ.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1									
	grade level/content are	a							
	PLC action plans.				i				
					i				
					i				

2012-2013 Schoo	l Improvement Pla	an (SIP)-Form SIF	<b>'-</b> 1			
	1.3.	1.3.	1.3.	1.3.	1.3	
	T 1	G G	W/1	To a draw I are all		
	-Teachers	Common Core	<u>Who</u>	Teacher Level	3x per year	
	knowledge	Reading Strategy	n	l		
	base of this	Across all Content	-Principal	-Teachers reflect on lesson	- FAIR	
	strategy needs	<u>Areas</u>		outcomes and use this		
	professional		-AP	knowledge to drive future		
		Teachers need to		instruction.		
	Training for	understand how to	-Instruction Coaches			
	this strategy	design and deliver		-Teachers maintain their		
		da <u>close reading</u>	-Subject Area Leaders	assessments in the on-line	During the Grading Period	
	out in 12-13.			grading system.		
			PLC facilitators of like grades and/or like		- Common assessments (pre,	
	-Training all	improves when students		-Teachers use the on-line	post, mid, section, end of unit,	
	content area	are engaged in close		grading system data to calculate	intervention checks)	
	teachers	reading instruction	-AVID Site Team	their students' progress towards	intervention encess)	
	teachers		FATID SILE I CAIII	the development of their	]	
		using complex text.	T I		]	
			<u>How</u>	individual/PLC SMART Goal.		
		strategies include: 1)	D 1: 1	DI GI I		
		multiple readings of	-Reading Logs	PLC Level		
		a passage 2) asking				
		higher-order, text-	-Language Arts Logs	-Using the individual teacher		
		dependent questions,		data, PLCs calculate the		
		3) writing in response	-Social Studies Logs	SMART goal data across all		
		to reading and 4)		classes/courses.		
		engaging in text-based	-Elective Logs			
		class discussion. All	-	-PLCs reflect on lesson		
		content area teachers	-PLCS turn their logs into administration	outcomes and data used to drive		
		are responsible for	and/or coach after a unit of instruction is	future instruction.		
		implementation.	complete.			
				- For each class/course, PLCs		
			PLCs receive feedback on their logs.	chart their overall progress		
			The steed to teed buck on their logs.	towards the SMART Goal.		
		Action Steps	Administration shares the positive	towards the SWART Goal.	]	
		ACTION STEPS	outcomes observed in PLC meetings on a	Leadership Team Level	]	
		Action steps for this	monthly basis.	Leadership Team Level		
		strategy are outlined on	monumy dasis.	DI C facilitator/ Subject A	]	
			Darding Cooch share discussed 1	-PLC facilitator/ Subject Area	]	
		grade level/content area	-Reading Coach observations and walk-	Leader/ Department Heads		
		PLC action plans.	throughs	shares SMART Goal data with	]	
				the Problem Solving Leadership	]	
			-Administrative walk-throughs looking for	I eam.		- 1
			implementation of strategy with fidelity			
			and consistency.	-Data is used to drive	]	
				teacher support and student	]	
			-Administrator and Reading Coach	supplemental instruction.	]	
			aggregate the walk-through data school-	l	]	
			wide and shares with staff the progress of	l	]	
		į.			·	

2012-2013 Scno	2012-2013 School Improvement Plan (SIP)-Form SIP-1										
				strategy implementation.							
Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool						
of student achievement data, and reference to	Barrier		L								
"Guiding Questions",			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?							
identify and define areas	5		indenty be monitored:	determine the effectiveness of strategy!							
in need of improvement for the following group:											
2. FCAT 2.0:	2.1.	2.1.	2.1.	2.1.	2.1.						
Students scoring											
Achievement											
Levels 4 or 5 in		See									
reading.											
		Goa									
		ls 1,									
		3, &									
		$\rho, \infty$									
		И									
		Γ									
Reading Goal #2:	2012 Current Level of	2013 Expected Level of									
	Level of Performance:	Level of Performance:									
The percentage of											
students scoring a											
Level 4 or higher											
on the 2013 FCAT											
Reading will increase from 37% to 40%.											
110111 3 / % 10 40%.											
	37%	40%									

2012-2015 School Improvement Flan (SIF)-Form SIF-1										
		2.2.	2.2.	2.2.	2.2.	2.2.				
		2.3	2.3	2.3	2.3	2.3				
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool					
of student achievement	Barrier		Responsible for							
data, and reference to			Monitoring	C++-						
"Guiding Questions",			_	Strategy						
identify and define areas										
in need of improvement										
for the following group:										

	or mipro	cincin i ia	n (S1P)-Form S1P	_1		
3. FCAT 2.0:	3.1.	3.1.	3.1.	3.1.	3.1.	
Points for						
	-PLCs	<u>Strategy</u>	Who	School has a system for PLCs to record	3x per year	
Learning Gains in	struggle			and report during-the-grading period		
reading.	with how	Student	-Principal	SMART goal outcomes to administration,	FAIR	
- cum-ig		achievement		coach, SAL, and/or leadership team.		
		improves	-AP			
		through				
		<u>teachers</u>	-Instruction Coaches			
		working_				
		<u>collaborativ</u>	-Subject Area Leaders		During the Grading Period	
	leaning.	<u>ely</u> to focus				
			-PLC facilitators of		Common assessments (pre, post,	
		learning.	like grades and/or like		mid, section, end of unit)	
	this year	Specifically,	courses			
		they use the				
	being trained					
	to use the	Check-Act	How			
		model and log	110W_			
		to structure	PLCS turn their logs			
		their way of work. Using	into administration and/			
	i Onit log.	work. Using	or coach after a unit of			
		design model	instruction is complete.			
		for units of				
		instruction,	PLCs receive feedback			
		teachers	on their logs.			
		focus on the	_			
		following four	-Administrators and			
		questions:	coaches attend targeted			
		Ĺ	PLC meetings			
		1. What	201.0			
		is it we	-Progress of PLCs			
		expect	discussed at Leadership			
		them to	Team			
		learn?	-Administration shares			
			the data of PLC visits			
		2. How	with staff on a monthly			
		will we	basis.			
		if they	04010.			
		have				
		learned				
		it?				
		3. How				
		will we				

2012-2013 School Improvement Plan (SIP)-Form SIP-1								
	respond							
	if they							
	don't							
	learn?							
	4. How							
	will we							
	respond							
	if they							
	already know it?_							
	KIIOW IC!							
	<u>Actions/</u>							
	<u>Details</u>							
	Crede level/							
	-Grade level/ like-course							
	PLCs use a							
	Plan-Do-							
	Check-Act							
	"Unit of							
	Instruction"							
	log to							
	guide their discussion and							
	way of work.							
	Discussions							
	are							
	summarized							
	on log.							
	A 4 454 cm of							
	-Additional action steps							
	for this							
	strategy are							
	outlined on							
	grade level/							
	content area							
	PLC action							
	plans.							
	1 1							

Reading Goal #3:		2013 Expected			
	Level of	Level of			
	Performance:*	Performance:*			
Points earned from					
students making					
learning gains on the					
2013 FCAT Reading will increase from 69					
will increase from 69					
points to 71 points.					
	69 points	71			
	o> points	ľ <sup>*</sup>			
		<b>l</b>			
1		points			

2012-2013 School Improvement I	<u> 1an (SIP)-Form SII</u>	<u>′-1</u>		
3.2.	3.2.	3.2.	3.2.	3.2.
	[			
-Teachers	C4 4 //E 1	Who	Teacher Level	3x per year
tend to only	Strategy/Task_			
differentiat	<u>.</u>	-Principal	-Teachers reflect on lesson	FAIR
after the	Student achievement	î .	outcomes and use this	
lesson is	improves when teachers	-AP	knowledge to drive future	
taught inste	use on-going student		instruction.	
of planning	uata to <u>uniferentiate</u>	-Instruction Coaches		
how to	instruction.	mon devices countries	-Teachers maintain their	
differentiat		-Subject Area Leaders	assessments in the on-line	During the Grading Period
the lesson		Subject From Democra	grading system.	Sump my Studing Lettou
when new		-PLC facilitators of like grades and/or like	, sie in 19 19 19 19 19 19 19 19 19 19 19 19 19	Common assessments (pre,
content is	Actions/Details	courses	-Teachers use the on-line	post, mid, section, end of unit)
presented.			grading system data to calculate	poot, ma, souton, end of unit)
presented.	Within PLCs <u>Before</u>		their students' progress towards	
-Teachers a	Instruction and During	4	the development of their	
at varying	instruction of New	How	individual/PLC SMART Goal.	
levels of us	. Content			
Differentia		-PLC logs turned into administration, SAL	PLC Level	
Instruction	-Osing data nom	and/or coaches.	I DO DOTO!	
strategies.	previous assessments		-Using the individual teacher	
Strategies.	and daily classroom	-PLCS turn their logs into administration	data, PLCs calculate the	
-Teachers	performance/	and/or coach after a unit of instruction is	SMART goal data across all	
tend to give	work, teachers	complete.	classes/courses.	
all students	pian Differentiated	_ ^	classes, coarses.	
the same	instruction groupings	-PLCs receive feedback on their logs.	-PLCs reflect on lesson	
lesson,	and activities for the		outcomes and data used to drive	
handouts, e	delivery of new content	-Administrators attend targeted PLC	future instruction.	
nandouts, C	in upcoming lessons.	meetings	interest instruction.	
			- For each class/course, PLCs	
	In the classroom	-Progress of PLCs discussed at Leadership	chart their overall progress	
		Team.	towards the SMART Goal.	
	-During the lessons,		To mardo die ominici Godi.	
	students are involved	-Administration shares the positive	Leadership Team Level	
	in flexible grouping	outcomes observed in PLC meetings on a	Deadership Team Dever	
	techniques	monthly basis.	-PLC facilitator/ Subject Area	
			Leader/ Department Heads	
	PLCs <u>After</u> Instruction		shares SMART Goal data with	
			the Problem Solving Leadership	
	-Teachers reflect and		Team.	
	discuss the outcome of		l'eum.	
	their DI lessons.		-Data is used to drive	
			teacher support and student	
	-Teachers use student		supplemental instruction.	
	data to identify		supplemental instruction.	
	successful DI			

2012-2013 School Improvement Plan (SIP)-Form SIP-1 techniques for future implementation. Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/ content area PLCs. 3.3. 3.3. 3.3. 3..3. 3.3. **Fidelity Check** Strategy Data Check Based on the analysis Anticipated Strategy **Student Evaluation Tool** of student achievement Barrier data, and reference to Who and how will the How will the evaluation tool data be used to "Guiding Questions", fidelity be monitored? determine the effectiveness of strategy? identify and define areas in need of improvement for the following group:

2012-2013 Scho	ol Improv	ement Pla	n (SIP)-Form SIP	<b>'-1</b>		
4. FCAT 2.0:	4.1.	4.1.	4.1.	4.1.	4.1.	
Points for						
students in Lowest	-Scheduling	Strategy	Who	-Tracking of coach's participation in	3x per vear	
25% making	time for the	Across all		PLCs.		
			Administration		- FAIR	
reading.	APC to meet			-Tracking of coach's interactions with		
reading.	with the			teachers (planning, co-teaching, modeling,		
	academic			de-debriefing, professional development,		
	coach on a		How-	and walk throughs)		
	regular basis.	Strategy/				
		<u>Task</u>		-Administrator-Instructional Coach	During the Grading Period	
	-Teachers	C4 14		meetings to review log and discuss action		
	Willing ness	Student achievement		plan for coach for the upcoming two	- Common assessments (pre,	
	to accept	improves		weeks	post, mid, section, end of unit)	
	support from	through	teachers.			
	the coach.	teachers'	-Administrative walk-			
		collaboration	throughs of coaches			
		with the	working with teachers			
		academic	(either in classrooms,			
			PLCs or planning			
			sessions)			
			565516115)			
		Actions/				
		<u>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				

2012-2013 School Improvemen	nt Plan (SIP)-Form SIP-	-1		
coach	rotates			
through	gh all			
subject	ets'			
PLCs t	to:			
Facil	litate			
lesson				
plannii	ing			
that en	nbeds			
rigorou	us tasks			
Facil	litate			
develo	opment,			
writing	σ			
selection	ion			
of high	her-			
order,	text-			
depend	dent			
question	ons/			
activiti	ties, with			
an emp	nhasis			
on We	ehh's			
Depth	of			
Knowl	ledge			
questio	on			
hierarc	chy			
incrare	City			
L-Facil	litate the			
identif	fication,			
selection	ion			
develo	opment			
of rigo	orous			
core	orous			
curricu	ulum			
commo				
assessr				
assessi	incits			
Facil	litate			
core	iitute			
curricu	ulum			
assessr	ment			
data ar	nalysis			
uata an	1141 y 515			
Eagil	litate the			
plannii	ing for			
pianini	entions			
and the	entions			
and the	C			

mentional grouping of the students.  -Using walls- through data, the academic conch and administration identify teachers for support in co-planning, modeling, co-teaching, abserving and debriefing.  -The neademic conch trains each subject area Pf.C on how to Resiliate their own Pf.U using arrectured protocols  -Throughout the school year, the academic conch' administration conducts one- one-one-one-one-one- one-one-one-one-one- one-one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one- one-one-one-one-one- one-one-one-one-one- one-one-one-one-one-one-one-one-one-one-	2012-2013 School Improvement Pla	n (SIP)-Form SIP	<b>'-1</b>		
-Using walk- through data, the scademic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and tlebriefing.  -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 tata	intentional				
-Using walk- through data, the scademic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and tlebriefing.  -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 tata	grouping of				
through data, the academic coach and dadministration identify eachers for support in co-planning, modeling, co-teaching, abserving 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	the students.				
through data, the academic coach and dadministration identify eachers for support in co-planning, modeling, co-teaching, abserving 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					
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 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-one-one-data chats with individual teachers using the data	-Using walk-				
coach and administration identify teachers for support in co-planning, modeling, co-feaching, observing and debriefing.  - The seademic coach trains cach subject area PLC on how to facilitate their own PLC using structured protocols.  - Throughout the school year, the scademic coach administration conducts one-on-one data thats with individual teachers using the data	through data,				
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 strains 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 andividual teachers using the data	the academic				
identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.  -The academic coach trains each subject area PLC on bow 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	coach and				
eachers for support in co-planning, modeling, co-teaching, observing and debriefing.  -The scademic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.  -Throughout the school year, the scademic coach' administration conducts one- on-one data chats with individual teachers using the data	administration				
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	identify				
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	teachers for				
modeling, co-teaching, observing and debriefing.  -The neademic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.  -Throughout the school year, the neademic coach/ administration conducts one- on-one data chats with individual teachers using the data	support in				
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 used in the school year and y	co-planning,				
observing and debriefing.  -The eacdemic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.  -Throughout the school year, the eacdemic coach/ administration conducts one-on-one data chats with individual teachers using the data	modeling,				
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	co-teaching,				
-The academic coach trains each subject arca 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	observing and				
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	debriefing.				
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					
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	-1he				
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					
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					
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	each subject				
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	area PLC				
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	on now to				
PLC using structured protocols.  -Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data	laciliale				
structured protocols.  -Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data	neir own				
protocols.  -Throughout the school year, the academic coach/ administration conducts one- on-one data chats with individual teachers using the data	rLC using				
-Throughout the school year, the academic coach/ administration conducts one- on-one data chats with individual teachers using the data	protocols				
the school year, the academic coach/ administration conducts one- on-one data chats with individual teachers using the data	protocois.				
the school year, the academic coach/ administration conducts one- on-one data chats with individual teachers using the data	Throughout				
year, the academic coach/ administration conducts one- on-one data chats with individual teachers using the data	the school				
academic coach/ administration conducts one- on-one data chats with individual teachers using the data	vear the				
coach/ administration conducts one- on-one data chats with individual teachers using the data	year, the				
administration conducts one- on-one data chats with individual teachers using the data	coach/				
conducts one- on-one data chats with individual teachers using the data	administration				
on-one data chats with individual teachers using the data	conducts one-				
chats with individual teachers using the data	on-one data				
individual teachers using the data	chats with				
teachers using the data	individual				
using the data	teachers				
gathered from	using the data				
	gathered from				
walk-through	walk-through				
walk-through tools. This	tools. This				
data is used	data is used				
for future	for future				

2012-2013 School Impro	ovement Plan (SIP)-Form S	[P-1		
	professional			
	development, both			
	both			
	individually			
	and as a			
	department.			
	Leadership			
	Team and			
	Coach			
	-The			
	academic			
	coach meets with the			
	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			
	and			
	Develop a			
	detailed plan			
	of action for			
	the next two			
	weeks.			

D 1: C 1.//4	0012 C	0012 E	<b>i</b> ` ` `		
Reading Goal #4:	2012 Current	2013 Expected			
1	Level of	Level of			
	Performance·*	Performance:*			
	r criormance.	r criorinance.			
L					
Points earned from					
students in the					
bottom quartile					
making learning					
gains on the 2013					
gains on the 2013					
FCAT Reading will					
increase from 64					
points to 67 points.					
points to 67 points.					
	64 points	67 points			
	1 '	l *			

2012-2013 School	n improveme	ent Pia	n (SIP)-Form SIP	-1			
	4.2		4.2	4.2	4.2	4.2	
	TI.		G44	XX71	C	C 1 D 1	
	-The		Strategy	Who	Supplemental data shared	Curriculum Based	
	Exten				with leadership and classroom	Measurement (CBM) (From	
	Learn			Administrators	teachers who have students.	District RtI/Problem Solving	
	Progra		comprehension			Facilitators.)	
	(ELP)		improves through				
	not alv		receiving ELP				
	target	the	<u>supplemental</u>	How Monitored			
	specif	fic skill	instruction on targeted				
	weakn	nesses of	skills that are not at the	Administrators will review the			
	the stu	udents	mastery level	communication logs and data collection			
		lect data		used between teachers and ELP teachers			
		ongoing		outlining skills that need remediation.			
	basis.		<del>-</del>				
	ousis.		Action Steps				
	Not a	always	retion steps				
	a direc		-Classroom teachers				
	correla		communicate with the				
			ELP teachers regarding				
			specific skills that				
			students have not				
	the reg		mastered.				
		oom and					
			-ELP teachers identify				
	receiv		lessons for students that				
	during		target specific skills that				
			are not at the mastery				
	-Minii		level.				
		nunicat					
			-Students attend ELP		1		
	regula	ar and	sessions.		1		
		eachers.			1		
			-Progress monitoring		1		
			data collected by		1		
			the ELP teacher		1		
			on a weekly or		1		
			biweekly basis and				
			communicated back to		1		
			the regular classroom		1		
			teacher.				
			10001101.				
			-When the students				
			have mastered the				
					1		
			specific skill, they are		1		
			exited from the ELP				
			program.				

2012 2013 School Improvement Dlan (SID) Form SID 1

<u> 2012-2013 Scho</u>	ol Improv	ement Pla	n (SIP)-Form SIP	2-1			
D 1 4 1 1							
Based on the analysis of student achievement							
data, and reference to							
"Guiding Questions", identify and define areas	·						
in need of improvement							
for the following subgroup:							
Based on Ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but Achievable Annual Measurable Objectives	1						
(AMOs), Reading and	1						
Math Performance Target							
Reading Goal #5:							
We will reduce							
the percentage							
of students <u>not</u>							
satisfactory							
in reading by							
half over the							
next 6 years.							
In 2012-2013							
the percentage							
of all students							
who are							
proficient in							
reading will							
increase from							
66% in 2012 to							
69% in 2013.							

2012-2013 Scho	ol Improv	ement Pla	n (SIP)-Form SIF	<b>?-1</b>		
5A. Student	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
subgroups by						
ethnicity (White,	See	Saa	See	See Gools 1 3	See Gools	
Black, Hispanic,	DCC	NCC	DCC	pee doals 1, 5,	pee doars	
Asian) not making satisfactory	$C_{\alpha\alpha}$	$C_{\alpha\alpha}$	$C_{00}$ 1 $\alpha$ 1	0- 1	1 2 0-1	
progress in	Ooa	Goa	Goals 1,	See Goals 1, 3, & 4	$ 1, 3, \infty $	
	1 1	1 ~ 1				
	μS 1,	JIS 1,	3, & 4			
	3, &	$\beta, \alpha$				
	<b> </b>	<b>1</b>				
	<del>     </del>	<del>     </del>				
		I	I		I	l

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Reading Goal #5 A · 2012 Current 2013 Expected

2012-2013 SCHO	or impro	vement ria	<u>n (SIP)-Form SIP</u>	-1		
Reading Goal #5A:	2012 Current	2013 Expected				
Ttodaming Godi Wolls.	Level of	Level of				
	Performance	Performance:*				
	r crrormance	errormance.				
The percentage						
The percentage						
of White students						
scoring proficient/						
satisfactory on the						
2013 FCAT/FAA						
2013 FCA1/FAA						
Reading will increase						
from 77% to 79%.						
	I					
The percentage of						
The percentage of						
Hispanic students						
scoring proficient/						
satisfactory on the						
2012 ECAT/EAA						
2013 FCAT/FAA						
Reading will increase						
from 56% to 60%.						
T1						
The percentage						
of Asian students						
scoring proficient/						
satisfactory on the						
Satisfactory off the						
2013 FCAT/FAA						
Reading will increase						
from 83% to 85%.						
110111 0370 10 0370.						
	I					
	I					
	ĺ					

2012-2013 School Improvement Plan (SIP)-Form SIP-1
White:77% White:79% Hispanic56% Hispanic: 60% Asian: 83% Asian: 85% 5A.2. 5A.2 5A.2 5A.2 5A.2 5A.3. 5A.3. 5A.3. 5A.3. 5A.3. Based on the analysis Anticipated Fidelity Check Strategy Data Check Strategy **Student Evaluation Tool** 

How will the evaluation tool data be used to

determine the effectiveness of strategy?

of student achievement

data, and reference to

"Guiding Questions", identify and define areas

in need of improvement for the following subgroup: Barrier

Who and how will the

fidelity be monitored?

			n (SIP)-Form SIP	-1		-	
5B. Economically Disadvantaged	5B.1.	5B.1.	SB.1. See	SB.1. See Goals 1,	SB.1. See		
students not making satisfactory		See	Goals 1,		Goals 1, 3,		
1 •			3, & 4		& 4		
, g	See Goa	ls 1,					
<b>I</b>	ls 1,	3, &					
	15 1,	4					
	3, &						
	<del>/                                    </del>						
D 1' C 1//5D	2012 Current	2013 Expected					
Treating Court mess.	Level of	Level of Performance					
The percentage							
of economically disadvantaged students scoring							
proficient/satisfactory on the 2013 FCAT/							
FAA Reading will increase from 47% to 52%%.							
327070.							

2012-2013 School Improvement Plan (SIP)-Form SIP-1 5B.2. 5B.2. 5B.2. 5B.2. 5B.2. 5B.3. 5B.3. 5B.3. 5B.3. 5B.3. Fidelity Check Strategy Data Check Anticipated Strategy **Student Evaluation Tool** Barrier Who and how will the How will the evaluation tool data be used to fidelity be monitored? determine the effectiveness of strategy?

2012-2013 Scno	oi improv	ement Pia	n (SIP)-Form SIP	-1		
5C. English	5C.1	5C.1	5C.1	5C.1	5C.1	
Language						
1 ~ ~	-Improving	ELLs	Who	Teacher Level	-FAIR	
` ′	the	(LYs/LFs)				
	proficiency		-School based	-Teachers reflect on lesson outcomes	-CELLA	
	of ELL	on of course	Administrators	and use this knowledge to drive future		
reading.	students in	content/		instruction.		
reading.	our student	standard	-District Resource			
	is of high	improves		-Teachers use the on-line grading system	During the Grading Period	
		through		data to calculate their students' progress		
				towards their PLC and/or individual ELL	-Core curriculum end of core	
			Teachers	SMART Goal	common unit/ segment tests	
		<u>Cognitive</u>			with data aggregated for ELL	
	of the	<b>Academic</b>	L	PLC Level	performance	
	teachers are	<u>Language</u>				
	unfamiliar			-Using the individual teacher data, PLCs		
	with this	Approach		calculate the ELL SMART goal data		
	strategy. To		-Administrative and	across all classes/courses.		
		strategy		7.0		
				-PLCs reflect on lesson outcomes and data		
				used to drive future instruction.		
			form from:	EDT ( 14 D 11 I		
	professional	Arts, Math,	The CALLA Headheal	-ERTs meet with Reading, Language Arts,		
				Social Studies and Science PLCs on a		
	delivered by the school's	and Science.		rotating basis to assist with the analysis of ELLs performance data.		
	ERT.		Evaluating CALLA	ELLS performance data.		
	LKI.		Instruction.	- For each class/course, PLCs chart their		
	-Teachers	Action Steps		overall progress towards the ELL SMART		
	impleme	rection Steps		Goal.		
		-ESOL		Sour.		
		Resource		Leadership Team Level		
		Teacher		<del></del>		
		(ERT)		-PLC facilitator/ Subject Area Leader/		
	across core	provides		Department Heads shares ELL SMART		
	courses.	professional		Goal data with the Problem Solving		
		development		Leadership Team.		
	-ELLs at	to all content				
		area teachers		-Data is used to drive teacher support and		
		on how		student supplemental instruction.		
		to embed				
	English	CALLA into		-ERTs meet with RtI team to review		
	$\mathcal{C}$	core content		performance data and progress of ELLs		
		lessons.		(inclusive of LFs)		
	and	EDT was dela				
		-ERT models				
	is not	lessons using				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 consistent CALLA. across core -ERT courses. observes content area Administrato teachers using rs at varying CALLA and skill levels provides feedback, regarding use of coaching and CALLA/ support. in order to effectively -District conduct a Resource CALLA Teachers fidelity (DRTs) check walk- provide through. professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set **SMART** goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments.

2012-2013 School Improvement Plan (SIP)-Form SIP-1 -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/ enhance instruction. 2013 Expected Reading Goal #5C: 2012 Current Level of Level of Performance: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 39% to 45%. 39% 45%

2012-2013 SCHOO			n (SIP)-Form SIP		1	1	
	_	5C.2.	5C.2.	5C.2.	5C.2	5C.2	
					1		
		-Improving	ELLs (LYA, LYB &	Who	Teacher Level	-FAIR	
		the	LYC) comprehension		1 000.01 100 101		
			of course content/	-School based Administrators	Teachers reflect on lesson	-CELLA	
1			standards increases in		outcomes and use this	CEEEA	
			reading, language arts,	-District Resource Teachers	knowledge to drive future		
			math, science and social		instruction.		
1		priority.	studies through the use	-ESOL Resource Teachers	instruction.	During the Grading Period	
			of the district's on-	-ESOE Resource Teachers	-Teachers use the on-line	During the Grading Period	
			line program A+Rise			Cara anni antono and af aana	
1			located on IDEAS		grading system data to calculate		
				II	their students' progress towards		
1				<u>How</u>	their PLC and/or individual ELL	55 5	
		with this	ELL.		SMART Goal	performance	
		strategy. To			Dr. Gr.		
		address this			PLC Level		
		barrier, the	~	-Administrative and			
			Action Steps		-Using the individual teacher		
		schedule		ERT walk-throughs using the CRISS	data, PLCs calculate the ELL		
			-ESOL Resource	walkthrough form	SMART goal data across all		
			Teacher (ERT)		classes/courses.		
			provides professional				
		the school's	development to all		-PLCs reflect on lesson		
		ERT.	content area teachers		outcomes and data used to drive		
			on how to access and		future instruction.		
			use A+ Rise Strategies				
			for ELLs at <u>http://</u>		-ERTs meet with Reading,		
		ation of A+	arises2s.com/s2s/ into		Language Arts, Social Studies		
1		Rise is not	core content lessons.		and Science PLCs on a rotating		
		consistent			basis to assist with the analysis		
		across core	-ERT models lessons		of ELLs performance data.		
			using A+ Rise				
			Strategies for ELLs.		- For each class/course, PLCs		
		<u> </u>	5		chart their overall progress		
		Administrato	-ERT observes content		towards the ELL SMART Goal.		
			area teachers using		o maras the EEE Sivirity Goal.		
			A+Rise and provides		Leadership Team Level		
			feedback, coaching and		Loudership Team Level		
			support.		-PLC facilitator/ Subject Area		
		in order to	oupport.		Leader/ Department Heads		
			-District Resource		shares ELL SMART Goal		
			Teachers (DRTs)				
			provide professional		data with the Problem Solving		
			development to all		Leadership Team.		
					Data in an I to 12		
			administrators on		-Data is used to drive		
			how to conduct walk-		teacher support and student		
			through fidelity checks		supplemental instruction.		

2012-2013 School Improve	ement Piai	n (SIP)-Form SIP	-1			
	i	for use of A+ Rise				
		strategies for ELLs.		-ERTs meet with RtI team to		
	1	strategies for EEEs.		review performance data and		
				progress of ELLs (inclusive of		
				LFs)		
50	C.3	5C.3	5C.3	5C.3	5C.3	
				l		
			<u>Who</u>	Analyze core curriculum and	During the Grading Period	
l ui	nderstanding l	LYC) comprehension		district level assessments for		
te	eachers can	of course content/	-School based Administrators	ELL students. Correlate to	-Core curriculum end of core	
		standards improves		accommodations to determine	common unit/ segment tests	
			-ESOL Resource Teachers	the most effective approach for	common unit segment tests	
			-ESOL Resource Teachers			
		the following day-to-		individual students.		
F		day accommodations		I		
		on core content and				
	Bilingual	district assessments	How			
		across Reading, LA,				
			-Administrative and			
			-Administrative and			
		Social Studies:		I		
	arying levels		ERT walk-throughs using the walk-			
O	f expertise	<ol> <li>Extended time</li> </ol>	throughs look for Committee Meeting			
l in	n providing	(lesson and	Recommendations. In addition, tools from			
	upport.		the RtI Handbook and ELL RtI Checklist,			
l ľ	apport.		and ESOL Strategies Checklist can be			
			used as walk-through forms			
	f Bilingual	testing				
	ducation					
P:	araprofessio	3. Para support				
	al dependent	(lesson and				
	n number of	assessments)				
	LLs.	ussessificites;				
		4 II C1		I		
	ľ	4. Use of heritage				
		language		I		
A	Administrato	dictionary (lesson				
rs	s at varying	and assessments)				
	evels of	,				
	xpertise in					
	eing familiar					
	vith the ELL					
	uidelines			I		
aı aı	nd job					
re	esponsibili					
	es of ERT					
	nd Bilingual			I		
				I		
	araprofession			I		
al	l.					

Interpret of the Course content of ELL students standards improves in no ur school is of high priority.  Teachers the strong teacher of the strong teacher	2012-2013 School In						
be in the importance of the im		5C.4	5C.4	5C.4	5C.4	5C.4	
bhe							
be in the importance of the im		Improving	FIIc/IVA IVR&	Who	Teacher Level	LEAIR	
FIL students wanth, science and succeil so of high priority:  White the properties of the properties o		, ,		W IIO	Teacher Level	T AIK	
### Duttomes and use this no nour school or nour sc				School based Administrators	Tanchars raffect on Jasson	CELLA	
in our school is so fhigh priority.  It main, science and social priority.  It main, science and strengthen targeted ELL effective teaching strategies  It may be a simple to facility.  It may be a social priority and the priority of the social priority.  It may be a social priority and the original priority.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority with data aggregated for ELL shaft. Goal.  It may be a social priority data aggregated for ELL shaft. Goal.  It may be a social priority data aggregated for ELL shaft. Goal.				-School based Administrators		CELLA	
s of high priority. working collaboratively roriety. working collaboratively vorking collaboratively vorking collaboratively vorking collaboratively reachers wed support in drilling down in drilling down chief core intructure their away of priority. When the progress towards common unit segment tests their orce instructure their away of priority of in drilling down in the proper succession of the courses/grades.  Action Steps - Teachers analyze CELL A data to identify ELL students who need assistance in the areas of listening-speaking, reading and writing.  - Teachers use time during PLCs to calculate the ELL students and Science PLCs or a rotating basis to assist with the analysis of relictive eaching strategies (CALLA and A+ Rise) in the areas of listening-speaking, speaking, reading and writing.  - Teachers use time during PLCs to calculate the ELL students who need assistance in the areas of listening-speaking, reading and writing.  - Teachers use time during PLCs to calculate the ELL students who need assistance in the areas of listening-speaking, reading and writing.  - Teachers use time during PLCs to a rotating basis to assist with the analysis of ELLs performance data.  - Teachers use time during PLCs to a rotating basis to assist with the analysis of ELLs performance data.  - Teachers use time during PLCs to a rotating basis to assist with the analysis of ELLs performance data.  - Teachers use time during PLCs to reinforce and strengthen argeted ELL priferentiated lata with the Problem Solving Leadership Team.  - PLC facilitator's Usipect Area Leader's Department Heads barses PLL SMART Goal shares PLL SMART Goal				ESOL Pasauraa Tanahara			
priority.  Teachers withing collaboratively actively to focus on ELL student need support in drilling down  In the ELL level.  Action Steps  -Teachers analyze  CELLA data to identify  ELL students who need assistance in the areas of listening/speaking, reading and stringspeaking.  -Teachers was of sassistance in the areas of listening speaking.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL efficitive teaching stringer.  -Teachers analyze  CELLA data to identify  ELT students who need need to show the first and the areas of listening speaking.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL efficitive teaching stringer.  -Teachers use first mental stringer.  -Teachers analyze  CELLA data to identify  ELT succession stringer.  -Teachers use first means of listening speaking.  -Teachers use first means of listening speaking.  -Teachers analyze  CELLA data to identify  ELT success and late used to drive future instruction.  -ERTs meet with Reading.  -Inaquage Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELL speriormance data.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies  (CALLA and AA Rise)  -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies  -Teachers use time during PLCs to reinforce and strengthen targeted ELL brifterentiated last with the Problem Solving Leadership Team.  -Teachers use the provided ELL to the provided E				-ESOL Resource Teachers			
working collaboratively to focus on ELL students and villing.  Teachers use the on-line grading system data to calculate their students' progress towards the ELL students their core assessments towork for ELL students.  Action Steps  Teachers analyze  CELLA data to identify ELL students who need assistance in the areas of listening speaking, reading and writing.  Teachers use time during PLCs to reinforce and strengthen targeted ELL effective exaching strategies  CALLA and A Fixe)  in the end of the e			atudias through toochar	DLC Facilitators	instruction.	During the Creding Period	
Freachers need support in drilling down their core assessments to work for ELL students the ELL level.  Action Steps  - Feachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading any string.  - Teachers sue time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies CALLA and A+ Rise) in the areas of listening's speaking, reading and writing.  - Teachers seed in the areas of listening's speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies CALLA and A+ Rise) in the areas of listening's speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies CALLA and A+ Rise) in the areas of listening's speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies CALLA and A+ Rise) in the areas of listening's speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies CALLA and A+ Rise) in the areas of listening's speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL bifferentiated Instruction lessons using the district provided ELL differentiated the differentiated the district provided ELL differentiated the district provided ELL differentiated the differentiated the district provided ELL differentiated the district provided ELL differentiated the differentiated the differentiated the differentiated t		priority.		-PLC Facilitators	T 1	During the Grading Period	
need support in drilling he was the Plan_Debelow he was the Plan_Debelow of the purpose of the p		Tanaham				Cara anniantona and af area	
in drilling down Check-Act model to structure their way of issessments to work for ELL students. The ELL level.  Action Steps  - Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen argeted ELL effective reaching strategies (CALLA and A - Rise) in the areas of listening speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen argeted ELL officerive reaching strategies (CALLA and A - Rise) in the areas of listening speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen argeted ELL officerive reaching strategies (CALLA and A - Rise) in the areas of listening speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL officerive reaching strategies (CALLA and A - Rise) in the areas of listening speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL officerive reaching strategies (CALLA and A - Rise) in the areas of listening speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL. Differentiated listening listening strategies (CALLA and A - Rise) in the areas of listening speaking, reading and writing.  - Teachers use time during PLCs to reinforce and strengthen targeted ELL. Differentiated listening listeni					grading system data to calculate	-Core curriculum end of core	
their core structure their way of successments to work for ELL students. The ELL level.  Action Steps  - Teachers analyze  CELLA data to identify  ELL students who need assistance in the areas of listening/speaking, reading and writing.  - Teachers use time during PLCs to reinforce and Strengthen argeted ELL effective teaching strategies  (CALLA and A+ Rise) in the arages of strengthen argeted ELL effective teaching strategies  (CALLA and A+ Rise) in the arages of strengthen argeted ELL effective teaching strategies  (CALLA and A+ Rise) in the arages of strengthen argeted ELL effective teaching strategies  (CALLA and B+ Rise) in the arage of strengthen argeted ELL effective teaching strategies  (CALLA and B+ Rise) in the arage of listening/speaking, reading and writing.  - Teachers use imeduring PLCs to reinforce and strengthen argeted ELL effective teaching strategies  (CALLA and B+ Rise) in the arage of listening/speaking, reading and writing.  - Teachers use imeduring PLCs to reinforce and strengthen targeted ELL strengthen argeted ELL st				T T			
their core structure their way of PLC logs (with specific ELL information) assessments towork for ELL students. For like courses/grades.  PLC Level  Action Steps  -Teachers analyze  CFLLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies  (CALLA and A+ Rise) in the areas of ELL sperformance data.  Teachers use time during PLCs to reinforce and strengthen and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  Teachers use time during PLCs to reinforce and strengthen and Science PLCs course, PLCs (ALLA and A+ Rise) in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to reinforce and strengthen argeted ELL bifferentiated listenic lossons using the district provided ELL bifferentiated Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL bifferentiated liststuction lessons using the district provided ELL bifferentiated liststuction lessons using the district provided ELL bifferentiated resonance and attained liststuction and strengthen targeted ELL provided ELL bifferentiated liststuction lessons using the district provided ELL bifferentiated liststuction lists and liststuction lists are structured lists and lists are structured				<u>How</u>	their PLC and/or individual ELL		
assessments towork for ELL students. for like courses/grades.  ### ELL, level.    Action Steps						performance	
the ELL level.  Action Steps  - Teachers analyze  CELLA data to identify  ELL students who need sustained in the received future instruction.  Fachers and writing.  - Teachers use time during PLCs to reinforce and strengthen and Arise in the areas of ELL Effective teaching strategies  (CALLA and A+ Rise) in the areas of interning place in the areas of ELL Studies and Science PLCs on a rotating basis to assist with the analysis of ELL sperformance data.  For each class/course, PLCs contained the interning place in the areas of listening/speaking, reading and writing.  - Teachers use  interning the individual teacher data, PLCs reflect on lesson outcomes and data used to drive outcomes and data used to drive assist with the analysis of ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  To reachers and Science PLCs on a rotating basis to assist with the analysis of ELL sperformance data.  The reacher sus of ELL sperformance data, and the analysis of ELL Sperformance data.  The reacher sus of ELL sperformance data, and the analysis of ELL Sperformance data.  The reacher sus of ELL sperformance data, and the analysis of ELL SMART Goal.  Leadership Team Level  - Teachers use  interning PLCs  to reinforce and strengthen Iteads  to reinforce and strengthe	1						
data, PLCs calculate the ELL SMART goal data across all classes/courses.  -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.  -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  -Teachers use in the areas of listening/ speaking, reading and writing.  -Teachers use ime during PLCs to reinforce and strengthen targeted ELL effective  -FOr each class/course, PLCs chart their overall progress towards the ELL SMART Goal. speaking, reading and writing.  -Teachers use ime during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL teacher support and student			work for ELL students.	for like courses/grades.			
Action Steps  -Teachers analyze  CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.  -Teachers use time daring et al. L. Arise (CALLA and A+ Rise) in the areas of interease (CALLA and A+ Rise) in the areas of interease (CALLA and A+ Rise) in the areas of interease (CALLA and B+ Rise) in the areas of interease (CALLA and B+ Rise) in the areas of listening/speaking, reading and writing.  -Teachers use time daring et al. L. Arise (CALLA and B+ Rise) in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to chart their overall progress to wards the ELL SMART Goal. Speaking, reading and writing.  -Teachers use time during PLCs to reinforce and shares ELL SMART Goal data with the Problem Solving Leaders/Department Heads to reinforce and shares ELL SMART Goal data with the Problem Solving Leadership Team.  Instruction lessons using the district provided ELL birdirect and student details used to drive teacher sused to drive teacher susport and student the problem Solving Leadership Team.							
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ELL students who need assistance in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.  -To each class/course, PLCs (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to teachers use time during PLCs to reinforce and strengthen targeted ELL SMART Goal data with the Problem Solving Eaders/Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Teachers use time during PLCs to reinforce and shares ELL SMART Goal data with the Problem Solving Leadership Team.  -To each class/course, PLCs that their overall progress to wards the ELL SMART Goal data with the Problem Solving Leaders/Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student the provided ELL to the support and student the support			-Teachers analyze				
assistance in the areas of listening/speaking, reading and writing.  -ERTs meet with Reading. Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  argeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/speaking, reading and writing.  -Teachers use time during PLCs to basis to assist with the analysis of ELLs performance data.  -PLC facilitator/ Subject Area teader/ Department Heads to reinforce and strengthen targeted ELL SMART Goal data with the Problem Solving ELL Differentiated Instruction lessons using the district provided ELL.  -Data is used to drive teacher support and student			CELLA data to identify		-PLCs reflect on lesson		
of listening/speaking, reading and writing.  -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  terinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated data with the Problem Solving Leadership Team.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  Instruction lessons using the district provided ELL  -Data is used to drive teacher support and student			ELL students who need				
reading and writing.  FERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  For each class/course, PLCs chart their overall progress in the areas of listening/ speaking, reading and writing.  Ferting Team Level  Ferenchers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  Ferting Team with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  For each class/course, PLCs chart their overall progress chart their overall progress to wards the ELL SMART Goal.  Leadership Team Level  FLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  Leadership Team.  For each class/course, PLCs chart their overall progress chart thei			assistance in the areas		future instruction.		
reading and writing.  FERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  For each class/course, PLCs chart their overall progress in the areas of listening/ speaking, reading and writing.  Ferting Team Level  Ferenchers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  Ferting Team with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  For each class/course, PLCs chart their overall progress chart their overall progress to wards the ELL SMART Goal.  Leadership Team Level  FLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  Leadership Team.  For each class/course, PLCs chart their overall progress chart thei			of listening/speaking,				
-Teachers use time during PLCs to teinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  -Teachers use time during PLCs to dead to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.  -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student			reading and writing.		-ERTs meet with Reading,		
during PLCs to reinforce and strengthen targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  basis to assist with the analysis of ELLs performance data.  -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads to reinforce and strengthen targeted Leadership Team.  Leadership Team.  -Data is used to drive teacher support and student					Language Arts, Social Studies		
reinforce and strengthen targeted ELL effective teaching strategies  (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  -Data is used to drive teacher support and student			-Teachers use time				
targeted ELL effective teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.  -FUC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student			during PLCs to		basis to assist with the analysis		
teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student			reinforce and strengthen		of ELLs performance data.		
teaching strategies (CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student	1		-		1		l
(CALLA and A+ Rise) in the areas of listening/ speaking, reading and writing.  Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  chart their overall progress towards the ELL SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student	1		teaching strategies		-For each class/course, PLCs		l
in the areas of listening/ speaking, reading and writing.  Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  in the areas of listening/ towards the ELL SMART Goal.  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student	1				chart their overall progress		l
speaking, reading and writing.  Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student	1						l
writing.  Leadership Team Level  -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  Leadership Team Level  -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student							l
time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL  time during PLCs Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student					Leadership Team Level		
to reinforce and shares ELL SMART Goal data with the Problem Solving ELL Differentiated Leadership Team.  Instruction lessons using the district provided ELL provided ELL teacher support and student							
strengthen targeted data with the Problem Solving ELL Differentiated Leadership Team. Instruction lessons using the district -Data is used to drive provided ELL teacher support and student	1		time during PLCs				
ELL Differentiated Instruction lessons using the district provided ELL  Leadership Team.  -Data is used to drive teacher support and student	1						
Instruction lessons using the district provided ELL Instruction lessons Label Control of the district of the d	1		strengthen targeted				l
Instruction lessons using the district provided ELL Instruction lessons Label Control of the district of the d	1		ELL Differentiated		Leadership Team.		
provided ELL teacher support and student			Instruction lessons		1		
provided ELL teacher support and student	1		using the district		-Data is used to drive		
	1		provided ELL		teacher support and student		l
Differentiated supplemental instruction.	1		Differentiated		supplemental instruction.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1									
	Instruction binders								
	(provided by the		-ERTs meet with RtI team to						
	ELL Department) in		review performance data and						
	Reading, Language		progress of ELLs (inclusive of						
	Arts, Math, Science and		LFs)						
	Social Studies.								
	-PLCs generate								
	SMART goals for ELL								
	students for upcoming								
	units of instruction.								
	-PLCs/teachers plan for								
	upcoming lessons/units								
	using targeted CALLA								
	and A+ Rise strategies								
	and Differentiated								
	Instruction strategies								
	based on ELLs needs in								
	the areas of listening/								
	speaking, reading and								
	writing.								
	-PLCs/teachers plan for								
	accommodations for								
	core curriculum content								
	and assessment.								
	-When conducting								
	data analysis on core								
	curriculum assessments,								
	PLCs aggregate the								
	ELL data.								
	-Based on the data,								
	PLCs/teachers plan								
	interventions for								
	targeted ELL students								
	using the resources								
	from CALLA, A+								
	Rise, and Differentiated								
	instruction binders.								
			•						

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

			n (SIP)-Form SIP	-1		
5D. Students with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD)						
not making	-Need to	<u>Strategy</u>	Who_	Teacher Level	-FAIR	
satisfactory	provide					
nrogress in	a school	SWD student	Principal, Site	-Teachers reflect on lesson outcomes		
reading	organization			and use this knowledge to drive future		
reading.	structure and	improves	Assistance Principal	instruction.	During the Grading Period	
		through the				
				-Teachers use the on-line grading system	-Core curriculum end of core	
	and on-going	<u>consistent</u>		data to calculate their students' progress	common unit/ segment tests	
		<u>impleme</u>		towards their PLC and/or individual	with data aggregated for SWD	
		<u>ntation of</u>		SMART Goal	performance	
	IEPs by both	<u>students'</u>	<u>How</u>			
	U	<b>IEP</b> goals,		PLC Level		
			IEP Progress Reports			
				-Using the individual teacher data, PLCs		
	teacher. To	and		calculate the SMART goal data across all		
		accommodatio	1	classes/courses.		
		ns.				
	APC will put			-PLCs reflect on lesson outcomes and data		
	a system in	-Throughout		used to drive future instruction.		
	place for this	the school		E 1.1 / DIC 1.41:		
	school year.	year, teachers		-For each class/course, PLCs chart their		
		of SWD review		overall progress towards the SMART Goal.		
		students'		Goal.		
		IEPs to		Leadership Team Level		
		ensure that		Leadership Team Level		
		IEPs are		-PLC facilitator/ Subject Area Leader/		
		implemented		Department Heads shares SMART Goal		
		consistently		data with the Problem Solving Leadership		
		and with		Team.		
		fidelity.				
		Tractity.		-Data is used to drive teacher support and		
		-Teachers		student supplemental instruction.		
		(both		11		
		individually				
		and in PLCs)				
		work to				
		improve				
		upon both				
		individually				
		and				
		collectively,				
		the ability to				
		effectively				
		implement				

2012-2013 School Improvement Plan (SIP)-Form SIP-1
[EP/SWD] strategies and modifications into lessons. 2012 Current Level of Level of Reading Goal #5D: Performance: Performance: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 28% to 35%%. 28% 35%

2012-2013 School Impro					I
	5D.2.	5D.2.	5D.2	5D.2	5D.2
	-Improving	Strategy/Task_	Who	Teacher Level	-FAIR
	the				
	proficiency of		-School based Administrators	-Teachers reflect on lesson	
		achievement improves		outcomes and use this	
			-PLC Facilitators	knowledge to drive future	During the Grading Period
		implementation of		instruction.	
		the Plan-Do-Check-			-Core curriculum end of core
		Act model in order to		-Teachers use the on-line	common unit/ segment tests
			<u>How</u>	grading system data to calculate	with data aggregated for SWD
		assessments with		their students' progress towards	performance
			PLC logs (with specific SWD	their PLC and/or individual	
	their core	and modifications.	information) for like courses/grades.	SWD SMART Goal	
	assessments			L	
	to the SWD			PLC Level	
	level.	<b>l</b>		L., , , , , , , , ,	
		Actions		-Using the individual teacher	
	-General	n,		data, PLCs calculate the SWD	
		Plan		SMART goal data across all	
	teacher and ESE	F		classes/courses.	
		For an upcoming unit of instruction determine		Dia a i	
		the following:		-PLCs reflect on lesson	
	on-going co-	the following.		outcomes and data used to drive	
		-What do we want our		future instruction.	
		SWD to learn by the		-For each class/course, PLCs	
		end of the unit?		chart their overall progress	
		cha or the unit:		towards the SWD SMART	
		-What are standards that		Goal.	
		our SWD need to learn?		Goal.	
				Leadership Team Level	
		-How will we assess		Zameronip Tomii Devoi	
		these skills/standards		-PLC facilitator/ Subject Area	
		for our SWD?		Leader/ Department Heads	
				shares SWD SMART Goal	
		-What does mastery		data with the Problem Solving	
		look like?		Leadership Team.	
				1 ^	
		-What is the SMART		-Data is used to drive	
		goal for this unit of		teacher support and student	
		instruction for our		supplemental instruction.	
		SWD?			
		L			
		Plan for the "Do"			

<b>2012-2013 School Improve</b>	ent Plan (SIP)-Form SIP-1	
	What do teachers need to do in order to meet the SWD SMART goal?	
	-What resources do we need?	
	-How will the lessons be designed to maximize the learning of SWD?	
	-What checks-for- understanding will we implement for our SWD?	
	-What teaching strategies/best practices will we use to help SWD learn?	
	-Specifically how will we implement thestrategy 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	

2012-2013 School Improveme	ent Plan (SIP)-Form SIP-1
	instruction, teachers
	reflect and discuss
	one or more of the
	following regarding
	their SWD:
	-What worked within
	the lesson? How do we
	know it was successful?
	Why was it successful?
	-What didn't work
	within the lesson?
	Why? What are we
	going to do next?
	-For the implementation
	of the 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 strategy,
	what didn't work?
	Why? What are we
	going to do next?
	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

<b>2012-2013 School Improve</b>	nent Plan (SIP)-Form SIP-1	
	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?

## **Reading Professional Development**

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Differentiated Instruction	6-8	-Subject Area Leaders	All teachers	-On-going	Classroom walk-throughs	Administration Team
		C	Faculty Professional Development	-Demonstration classrooms	Optional peer teacher observations	Instructional Coaches
		-Course specific PLC Facilitators	and on-going PLCs			Subject Area Leaders
		-Reading Coach				
The 3 S's of Complex Text: Selecting /Identifying	Grades 6-8	Reading Coach and Subject Area		On-going	Classroom walkthroughs	Administration Team
Complex Text, Shifting to Increased Use of Informationa	1	Leaders	Faculty Professional Development			Instructional Coaches
Text, and Sharing of Complex Text with All Students (K-12)	_		and on-going PLCs			Subject Area Leaders
Identifying and Creating Text-Dependent Questions	Grades 6-8	Reading Coach and Subject Area		On-going	Classroom walkthroughs	Administration Team
to Deepen Reading Comprehension (K-12)		Leaders	Faculty Professional Development			Instructional Coaches
. ,			and on-going PLCs			Subject Area Leaders

2012-2013 School IIII]	L	,				
Designing and Delivering a	Grades 6-8			On-going	Classroom walkthroughs	Administration Team
Close Reading Lesson Using		and Subject Area	a			
in-Depth Questioning (K-12)		Leaders	Faculty Professional Development	t	Student samples	Instructional Coaches
			and on-going PLCs			Subject Area Leaders
IEP Training	6-8	ESE Teachers	ESE Teachers	On-going	Case Manager	ESE Specialist
		ESE TOMORIO	ESE TOWNERS	on going		ESE Specialist
			General Ed Teachers			
			General Eu Teachers			
			PLCs			
SWD Co-Teaching	6-8	DRT	ESE Teachers	On-going	Classroom walkthroughs	Administration Team
			General Ed Teachers			DRT
TILL CO		E 11.1	PLCs			. 1
ELL Strategies	6-8	English	All teachers	On-going	Classroom walkthroughs	Administration Team
		Language				
		Teacher (ERT)	<sup>e</sup> Faculty Professional Development	t		
		(2101)	and on-going PLCs			
			and on-going 1 LCs			

End of Reading Goals

## **PART II: EXPECTED IMPROVEMENTS**

## Elementary or Middle School Mathematics Goals

Elementary School Mathematics	Problem -Solving Process to Increase Student Achieve ment				
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 Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2012-2013 Sch	1001 Impr	ovement I	Plan (SIP)-Form SIP	<b>-1</b>		
1. FCAT	1.1	1.1	1.1	1.1	1.1	
2.0: Students						
	-Lack of	<u>Strategy</u>	Who	PLCs will review unit assessments	hy nor year	
	infrastructur	Strategy	<u>who</u>	and chart the increase in the number of	2x per year	
IT.	e to support	Students'	- Principal	students reaching at least 75% mastery on	District Possiling and Mid Voor	
	technology	math	Frincipai	units of instruction.	Testing	
periormance	technology		-Math DH/SAL	units of instruction.	resting	
in mathematics	-Lack of	improves	-Mail DH/SAL			
(Level 3-5).		through	-Technology Specialist		<u> -</u>	
		the use of	Freeimology Specialist	PLC facilitator will share data with the	Semester Exams	
	nardware		-Math Coach	Problem Solving Leadership Team. The	Semester Lauris	
	-Teachers	and hands-	Fiviatii Coacii	Problem Solving Leadership Team will		
	at varying		-Math Resource Teacher	review assessment data for positive trends.	F 1	
		to implement		leview assessment data for positive trends.	During the Grading Period	
		the Common			During the Grading 1 criod	
	intent of the				-Core Curriculum Assessments	
			How Monitored		(pre, mid, end of unit, chapter,	
		In addition,	THO W THICH THE COLUMN		etc.)	
			-PLCS turn their logs into			
			administration and/or coach			
			after a unit of instruction is			
			complete.			
		assessments				
			-PLCs receive feedback on			
			their logs.			
		on-line state				
		testing.	-Classroom walk-throughs			
			observing this strategy.			
		Action Steps	-Administrator and coach			
			aggregates the walk-through			
			data school-wide and shares			
			with staff the progress of			
		curriculum	strategy implementation			
	I	information				
	I	to learn				
		more about				
		hands-on and				
		technology				
	I	activities.				
	I					
	I	-Additional				
		action steps				
		for this				
	I	strategy are				
		outlined on				
		grade level/				

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

content area
PLC action plans. 2012 Current Level of Level of Performance Performance Mathematics
Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 67% to 70%. 67% 70%

2012-2013 Sch	ooi improven	nent P	lan (SIP)-Form SIP	-1			
	1.2.		1.2	Who	1.1	1.1	
	-Teacl	herc	Strategy/Task_	-Principal	PLCs will review unit	Our man vican	
	are at		Strategy/rask_	Frincipai	assessments and chart the	2x per year	
			Students math achievement	Mada DII/CAI		District Descline and Mid Vee	
	levels	ng SKIII	improves through frequent	-Main DH/SAL	increase in the number of	District Baseline and Mid-Year	
				T 1 1	students reaching at least 75%	Testing	
			participation in <u>higher</u>	-Technology Specialist	mastery on units of instruction.		
			order questions/discussion			<del> -</del>	
	techni		activities to deepen and	-Math Coach			
	-PLC		extend student knowledge.	N 1 D T 1	Dr. C. C. Hills and H. H.	Semester Exams	
			These quality questions/	-Math Resource Teacher	PLC facilitator will share data		
	meetir		prompts and discussion		with the Problem Solving	<del> -</del>	
	need to		techniques promotes		Leadership Team. The Problem	L	
	focus	on	thinking by students,		Solving Leadership Team will	During the Grading Period	
	identif		assisting them to arrive	How Monitored	review assessment data for		
	and w		at new understandings of		positive trends.	-Core Curriculum Assessments	
		r order	complex material.	-PLCS turn their logs into administration			
	questi			and/or coach after a unit of instruction is		(pre, mid, end of unit, chapter,	
	to deli			complete.		interventions etc.)	
	during						
	lesson	ıs.	Actions/Details	-PLCs receive feedback on their			
	-Findi	$\sim$	Within PLCs	Logs.			
	time to						
	condu			-Classroom walk-throughs using Webb's			
	Webb		upon both individually and	Depth of Knowledge wheel as a higher			
	Depth		collectively, the ability to	order walk-through form. They look for			
	Know		effectively use higher order	implementation of strategy with fidelity			
1	walk-		questions/activities.	and consistency			
	throug						
	somet		-Teachers plan higher	-Administrator and coach aggregates			
	challe		order questions/activities	the walk-through data school-wide and			
			for upcoming lessons	shares with staff the progress of strategy			
1			to increase the lessons'	implementation			
			rigor and promote student				
		k	achievement.				
			T. 1 1 C				
			-Teachers plan for				
			scaffolding questions				
			and activities to meet the				
			differentiated needs of				
1		ŀ	students.				
			-After the lessons, teachers				
			examine student work				
			samples and classroom				
			questions using Webb's				

2012-2013 School Improve	nent Plan (SIP)-Form SIP-1
	Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking.
	-Use student data to identify successful higher order questioning techniques for future implementation.
	In the classroom
	During the lessons. teachers:
	-Ask questions and/ or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.
	-Wait for full attention from the class before asking questions.
	-Provide students with wait time.
	-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.
	-Allow students to "unpack their thinking" by describing how they arrive at an answer.
	-Encourage discussion by using open-ended questions.
	-Ask questions with

2012-2013 School Improvement	Plan (SIP)-Form SIP-1
	multiple correct answers or multiple approaches.
	-Scaffold questions to help students with incorrect answersEngage all students in the discussion and ensure that all voices are heard.
	During the lessons. students:  -Have opportunities to formulate many of the high-level questions based on the text/content.  -Have time to reflect on classroom discussion to increase their understanding (and without teacher
	mediation).  School Leadership  -The coach/resource teacher/PLC member/ administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel.  -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This

2012-2013 School Improvement Plan (SIP)-Form SIP-1 teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty). 1.3. 1.3. Anticipated Strategy Fidelity Check Strategy Data Check Based on the Student Evaluation Tool analysis of student Barrier achievement data, Who and how will the fidelity How will the evaluation tool data be used to and reference to be monitored? determine the effectiveness of strategy? 'Guiding Questions" identify and define areas in need of improvement for the following group: 2. FCAT 2.0: 2.1. 2.1. Students scoring 2.1. Achievement See Goa Levels 4 or 5 in mathematics. 3 &

			rian (SIP)-rorm SIP	-1			
Mathematics Goal	2012 Current	2013 Expected					
#2:	Level of	Level of					
m2.	Performance	Performance:					
		· criorinanec.					
1							
1							
The percentage of							
students scoring a							
Level 4 or higher							
Level 4 of Higher							
on the 2013 FCAT							
Math will increase							
from 40% to 44%.							
1011 1070 to 1170.							
1							
1							
1							
1							
1							
1							
1							
	40%	44%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
1			 [				
1							
		2.3	2.3	2.3	2.3	2.3	
Based on the	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
analysis of student	Barrier		ľ				
achievement data,							
and reference to			Who and how will the fidelity	How will the evaluation tool data be used to			
and reference to			be monitored?	determine the effectiveness of strategy?			
"Guiding Questions",							
identify and define							
areas in need of							
improvement for the							
following group:							

2012-2013 SCI	ւսու ւաբ	ovement i	Plan (SIP)-Form SIP	-1		
3. FCAT	3.1.	3.1.	3.1.	3.1.	3.1.	
2.0: Points						
for students	-PLCs	<u>Strategy</u>	Who		2x per year	
making	struggle			and report during-the-grading period		
learning gains	with how	Students'	-Principal	SMART goal outcomes to administration,	District Baseline and Mid-Year	
in mathematics.	to structure	math		coach, SAL, and/or leadership team.	Testing	
		achievement	-AP		1	
		improves			L I	
		through	-Instruction Coaches		1	
		<u>teachers</u>			Semester Exams	
		working_	-Subject Area Leaders		1	
		<u>collaborativ</u>			<b>⊢</b> I	
	To address		-PLC facilitators of like			
			grades and/or like courses		During the Grading Period	
	this year	learning.				
		Specifically,			Common assessments (pre, post,	
	being trained		How		mid, section, end of unit)	
	to use the Plan-Do-	the Plan-	110 W		1	
		Do-Check-	PLCS turn their logs into		1	
	Check-Act "Instructiona	TOU ILLOUIC	administration and/or coach		1	
		structure	after a unit of instruction is		1	
	l Ollit log.	their way	complete.		1	
		of work.	<b>1</b>		1	
		Using the	-PLCs receive feedback on		1	
		backwards	their logs.		1	
		design model	1		1	
		for units of	-Administrators and		1	
		instruction,	coaches attend targeted		1	
		teachers	PLC meetings		1	
		focus on the	l		1	
		following	-Progress of PLCs		1	
		four	discussed at Leadership		1	
		questions:	Team		1	
			-Administration shares the		1	
		i. Wilat	data of PLC visits with staff		1	
		13 IL WE	on a monthly basis.		1	
		expect	on a monthly basis.		1	
		them to			1	
		learn?				
		2. How				
		will we				
		know				
		if they				
		have				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 learned it? How will we respond if they don't learn? How will we respond if they already know it? Actions/ Details -This year, the likecourse PLCs will administer common endof-chapter assessments. The assessments will be identified/ generated prior to the teaching of the unit. -Grade level/ like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction"

2012-2013 Scl	hool Impr	ovement P	Plan (SIP)-Form SIP	-1		
		<b>log</b> to guide their				
		guide their				
		discussion				
		and way				
		of work.				
		Discussions				
		are				
		summarized on log.				
		on log.				
		-Additional				
		action steps				
		for this				
		strategy are				
		outlined on				
		grade level/				
		content area				
		PLC action				
		plans.				
Mathematics Goal	2012 Current	2013 Expected				
#3:	Level of	Level of				
	Performance:*	Level of Performance:*				
Points earned from						
students making						
learning gains on						
the 2013 FCAT						
Math will increase						
from 68 points to						
71 points.						
	(0 1 :					
	68 points	71 points				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 3.2. 3.2. 3.2. 3.2. 3.2. -Teachers Who Teacher Level 2x per year Strategy/Task tend to only differentiate -Teachers reflect on lesson District Baseline and Mid-Year -Principal Students' math achievement after the outcomes and use this Testing improves when teachers use lesson AP knowledge to drive future on-going student data to is taught instruction. differentiate instruction. instead of -Instruction Coaches planning -Teachers maintain their Semester Exams how to -Subject Area Leaders assessments in the on-line differentiate grading system. Actions/Details the lesson PLC facilitators of like grades and/or like when new -Teachers use the on-line During the Grading Period courses Within PLCs <u>Before</u> grading system data to calculate content is Instruction and <u>During</u> presented. their students' progress towards | Common assessments (pre, Instruction of New Content the development of their post, mid, section, end of unit) Teachers are Using data from previous How individual/PLC SMART Goal. at varying assessments and daily levels PLC Level classroom performance/ of using work, teachers plan Differentiate -Using the individual teacher Differentiated Instruction d Instruction data, PLCs calculate the groupings and activities for strategies. SMART goal data across all the delivery of new content classes/courses. in upcoming lessons. -Teachers tend to give -PLCs reflect on lesson In the classroom all students outcomes and data used to drive the same future instruction. During the lessons. lesson. students are involved handouts, etc. For each class/course, PLCs in flexible grouping chart their overall progress techniques towards the SMART Goal. PLCs After Instruction Leadership Team Level Teachers reflect and PLC facilitator/ Subject Area discuss the outcome of their Leader/ Department Heads DI lessons. shares SMART Goal data with the Problem Solving Leadership -Use student data to identify Team.

-Data is used to drive teacher support and student

supplemental instruction.

successful DI techniques for future implementation.

-Using a problem-solving

question protocol, identify students who need re-

2012-2013 School Improvement Plan (SIP)-Form SIP-1 teaching/interventions and how that instruction will be provided. (Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy). -Additional action steps for this strategy are outlined on grade level/content area PLCs. 3.3. 3.3. 3..3. Based on the Anticipated Fidelity Check Strategy Data Check **Student Evaluation Tool** Strategy analysis of student Barrier achievement data, How will the evaluation tool data be used to Who and how will the fidelity and reference to be monitored? determine the effectiveness of strategy? "Guiding Questions", identify and define areas in need of improvement for the following group:

			Plan (SIP)-Form SIP			
4. FCAT	4.1.	4.1.	4.1.	4.1.	4.1.	
2.0: Points						
for students	-Scheduling	<u>Strategy</u>	<u>Who</u>		2x per year	
in Lowest		Across all		PLCs.	1	
25% making		<u>Content</u>	Administration		District Baseline and Mid-Year	
learning gains	APC to meet	<u>Areas</u>		-Tracking of coach's interactions with	Testing	
in mathematics.	with the			teachers (planning, co-teaching, modeling,	1	
	academic			de-debriefing, professional development,	<b>⊢</b> I	
	coach on	Strategy/	<u>How</u>	and walk throughs.		
	a regular	Task	D		Semester Exams	
	basis.	Task		-Administrator-Instructional Coach	1	
	T1	Students'		meetings to review log and discuss action	1	
		math	-Review of coach's log of support to targeted teachers.	plan for coach for the upcoming two	1	
		achievement	support to targeted teachers.	WEEKS.	1	
	support from	improves	-Administrative walk-		During the Grading Period	
	the coach.	through	throughs of coaches		Dailing the Grading 1 chou	
	ine coucii.	teachers'	working with teachers		- Common assessments (pre,	
		<u>collaborati</u>	(either in classrooms, PLCs		post, mid, section, end of unit)	
		on with the	or planning sessions)			
		<u>academic</u>			1	
		coach in all			1	
		content areas			1	
					1	
		A .4* /			1	
		Actions/			1	
		<u>Details</u>				
		Academic			1	
		Coach			1	
		Couch			1	
		-The			1	
		academic			1	
		coach and			1	
		administrati			1	
		on conducts			1	
		one-on-			1	
		one data				
		chats with				
		individual				
		teachers				
		using the				
		teacher's				
		student				
		past and/or				
		present data.				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higherorder, textdependent questions/ activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identificatio n, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment

2012-2013 School Improvement Plan (SIP)-Form SIP-1								
	data analysis							
1								
1	Facilitate							
	the							
	planning for							
1	interventions							
1	and the							
1	intentional							
	grouping of							
1	the students							
1								
	-Using walk-							
	through data,							
	the academic							
1 1	coach and							
<b> </b>	administrat							
	ion identify							
	teachers for							
	support in							
	co-planning,							
	modeling,							
	co-teaching,							
	observing							
	and							
1	debriefing.							
1	-The							
	academic							
	coach trains							
	each subject							
	area PLC							
	on how to							
	facilitate							
<b> </b>	their own							
	PLC using							
1	structured							
1	protocols.							
1	protocois.							
1	-Throughout							
<b> </b>	the school							
<b> </b>	year, the							
1 <b>1</b>	academic							
	coach/							
	administrati							
	on conducts							
<b> </b>	one-on-							
<b> </b>	one data							
L	0110 data	l .						

2012-2013 School Improvement Plan (SIP)-Form SIP-1							
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							
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.							
	1						
-Every two		l					
weeks, the							
academic							
coach meets	1						
with the							
principal/							
APC to:							
		l					
Review log							
and work							
accomplished							

2012-2013 School Improvement Plan (SIP)-Form SIP-1 and --Develop a detailed plan of action for the next two weeks. Mathematics Goal 2012 Current 2013 Expected evel of Level of Performance Performance Performance: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 54 points to 58 points. 54 points 58 points

2012 2012 Cab CID 1

2012-2013 School Improvement Plan (SIP)-Form SIP-1									
	4.2	4.2	4.2	4.2	4.2				
						1			
	-The	Strategy	Who_	Supplemental data shared	Curriculum Based	1			
	Extended	<u>Stategy</u>	WIIO	with leadership and classroom	Measurement (CBM) (From	1			
		Students' math achievement	Administrators	teachers who have students.	District RtI/Problem Solving	1			
1	Program	improves through receiving			Facilitators.)	1			
		ELP supplemental			,	1			
	not always	instruction on targeted							
	target the	skills that are not at the	How Monitored						
1		mastery level							
1	weaknesses		Administrators will review the						
	of the		communication logs and data collection						
	students		used between teachers and ELP teachers			1			
	or collect	Action Steps	outlining skills that need remediation.			1			
	data on an					1			
	ongoing	-Classroom teachers				1			
	basis.	communicate with the ELP				1			
	NT 4 1	teachers regarding specific				1			
1		skills that students have not				1			
1	a direct correlation	mastered.				1			
1		-ELP teachers identify				1			
		lessons for students that				1			
		target specific skills that are							
1		not at the mastery level.							
1	classroom	not at the mastery level.							
1	and the	- Students attend ELP							
		sessions.							
1	received					1			
1	during ELP.	- Progress monitoring				1			
		data collected by the				1			
1	-Minimal	ELP teacher on a weekly				1			
1	communicat	or biweekly basis and				1			
1		communicated back to the							
	regular	regular classroom teacher.							
	and ELP								
	teachers.	-When the students have							
		mastered the specific skill,							
		they are exited from the							
		ELP program.							
						1			

2012-2013 School Improvement Plan (SIP)-Form SIP-1 4.3. 4.3. Anticipated Fidelity Check Strategy Data Check **Student Evaluation Tool** Based on the Strategy analysis of student Barrier achievement data, Who and how will the fidelity How will the evaluation tool data be used to and reference to be monitored? determine the effectiveness of strategy? 'Guiding Questions" identify and define areas in need of improvement for the following subgroup: Based on Ambitious 2011-2012 2013-2014 2014-2015 2015-2016 2016-2017 2012-2013 but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5. Ambitious but Achievable Annual Measurable **Objectives** (AMOs). In six year school will reduce their achievement

gap by 50%.

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Math Goal #5: We will reduce the percentage of students <u>not</u> satisfactory in math by half over the next 6 years. In 2012-2013 the percentage of all students who are proficient in reading will increase

from 67% in 2012 to 70% in 2013.

2012 2015 50	ijooi iiiipi	Ovement.	1 1an (S11 <i>)</i> -1 01 m S11	· <u>*</u>		
or it Student	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
subgroups by ethnicity						
(White, Black,			See goals	See goals 1, 3 & 4	See goals 1, 3 & 4	
Hispanic, Asian,		See	1 2 0 4	, d	<b>3 9 4</b>	
American Indian) <b>not</b>	See		1,3 & 4	<b>&amp;</b> 4	3 & 4	
making	BCC	goa				
satisfactory	goa					
progress in mathematics	504	IS 1,				
mathematics	<b>ls</b> 1,	2 0				
	l ′	3 &				
	3 &	4				
	1	<b>T</b>				
	<del>/                                    </del>					
I	1		1			

2012-2013 SCI	որու լուիլ	ovement i	Plan (SIP)-Form SIP	-1		
Reading Goal	2012 Current	2013 Expected Level of				
#5A:	Level of	Level of				
$\pi J \Pi$ .	Performance:	Performance:				
The percentage						
of White students						
scoring proficient/						
scoring proficient						
satisfactory on the						
2013 FCAT/FAA						
Math will increase						
from 77% to 79%.						
	l					
The mare series	l					
The percentage						
of Black students						
scoring proficient/						
satisfactory on the						
2013 FCAT/FAA						
Math will increase						
from 50% to 55%.						
The percentage of						
Hispanic students						
scoring proficient/						
scoring proficient						
satisfactory on the						
2013 FCAT/FAA						
Math will increase						
from 59% to 63%.						
	l					
The percentage	l					
of Asian students						
scoring proficient/						
satisfactory on the	l					
2013 FCAT/FAA						
Moth will in and	l					
Math will increase	l					
from 89% to 90%.	l					
	l					
	l					

2012-2013 Sch	nool Impr	ovement 1	Plan (SIP)-Form SIP	-1			
	White: 77%	White:79%					
	Black:50%	Black:55%					
	Hispanic:59%	Hispanic:63%					
	Asian:89%	Asian:90%					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
analysis of student achievement data,	Barrier		Who and how will the fidelity	How will the evaluation tool data be used to			
and reference to "Guiding Questions",			be monitored?	determine the effectiveness of strategy?			
identify and define areas in need of							
improvement for the following subgroup:							
tonowing subgroup:		ļ		<u> </u>		<u>I</u>	

5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	See	See	See goals 1, 3 & 4	See goals 1, 3 & 4	See goals 1, 3 & 4	
Mathematics Goal #5B:	3 & 4  2012 Current Level of	2013 Expected Level of Performance:				
The percentage of Economically Disadvantaged students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 51% to 56%.		e citomane.				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 51% 56% 5B.1. 5B.1. 5B.1. 5B.1. 5B.1. 5B.3. 5B.3. 5B.3. 5B.3. 5B.3. Strategy Fidelity Check Strategy Data Check Anticipated **Student Evaluation Tool** Barrier Who and how will the fidelity How will the evaluation tool data be used to be monitored? determine the effectiveness of strategy?

			rian (SIP)-Form SIP			
5C. English	5C.1	5C.1	5C.1	5C.1	5C.1	
Language						
Learners (ELL)	-Improving	ELLs	Who	Teacher Level	2x per vear	
not making	the	(LYs/LFs)				
satisfactory	proficiency	comprehensi	-School based	-Teachers reflect on lesson outcomes	District Baseline and Mid-Year	
progress in	of ELL		Administrators	and use this knowledge to drive future	Testing	
mathematics.	students in	content/		instruction.	_	
mathematics.	our student	standard	-District Resource Teachers		L	
	is of high	improves		Teachers use the on-line grading system		
	priority.	through	-ESOL Resource Teachers	data to calculate their students' progress	Semester Exams	
		participation		towards their PLC and/or individual ELL		
		in the		SMART Goal		
		<b>Cognitive</b>				
	the math	<u>Academic</u>	<u>How</u>	PLC Level		
	teachers are	<u>Language</u>				
		Learning	-Administrative and	-Using the individual teacher data, PLCs	During the Grading Period	
	with this	Approach_		calculate the ELL SMART goal data		
	strategy. To	(CALLA)		across all classes/courses.	-Common assessments (pre,	
			the walkthrough form from:		post, mid, section, end of unit)	
		math.		-PLCs reflect on lesson outcomes and data		
	school will			used to drive future instruction.		
	schedule		101, Table 5.4 "Checklist	EDT ( 'd M d DI C		
	professional	Action Steps	for Evaluating CALLA	-ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs		
	delivered by		Instruction	performance data.		
	the school's			performance data.		
		Resource		-For each class/course, PLCs chart their		
		Teacher		overall progress towards the ELL SMART		
		(ERT)		Goal.		
		provides		Goul.		
		professional		Leadership Team Level		
		development		<del></del>		
		to all math		-PLC facilitator/ Subject Area Leader/		
		area teachers		Department Heads shares SMART Goal		
		on how		data with the Problem Solving Leadership		
	across math	to embed		Team.		
	courses.	CALLA into				
		core content		-Data is used to drive teacher support and		
	-ELLs at	lessons.		student supplemental instruction.		
	varying	EDT 1:		EDT ( 'd D/I :		
		-ERT models		-ERTs meet with RtI team to review		
		lessons using		performance data and progress of ELLs		
	English	CALLA.		(inclusive of LFs)		
	language acquisition	-ERT				
		observes				
	acculturation					
L	acculturation	Content area	I		l l	I

2012-2013 School Improvement Plan (SIP)-Form SIP-1 teachers is not consistent using CALLA and across core provides courses. feedback, coaching and Administratosupport. rs at varying skill levels -District regarding Resource use of Teachers CALLA/ (DRTs) in order to provide effectively professional development conduct a CALLA to all fidelity administrat check walk- ors on how through. 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

2012-2013 School Improvement Plan (SIP)-Form SIP-1 compared to the whole group. -Based on data math teachers differentiate instruction to remediate/ enhance instruction. Mathematics
Goal #5C: 2012 Current Level of 2013 Expected Level of Performance: Performance: The percentage of ELL students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 47% to 52%%. 47% 52%

<b>2012-2013 School Imp</b>	rovement l	Plan (SIP)-Form SIP	<u>-1</u>		
	5C.2.	5C.2.	5C.2.	5C.2	5C.2
	-Improving	ELLs (LYA, LYB & LYC)	Who	Teacher Level	2x per year
	the	comprehension of course		reaction Devel	<u> </u>
	proficiency		-School based Administrators	-Teachers reflect on lesson	District Baseline and Mid-Year
	of ELL	in math through the use	-School based Administrators	outcomes and use this	Testing
	students in	of the district's on-line	-District Resource Teachers		resting
	our student	program A+Rise located on		knowledge to drive future	
		IDEAS under Programs for		instruction.	<b>⊢</b> I
		ELL.	ESOL Resource Teachers	m 1 4 1	
	priority.	CLL.		-Teachers use the on-line	Semester Exams
	TP1			grading system data to calculate	
	The majority	1	***	their students' progress towards	
	of the math	l	<u>How</u>	their PLC and/or individual ELL	
	teachers are	Action Steps	l.,	SMART Goal	During the Grading Period
<b> </b>	unfamiliar	l	-Administrative and		
<b> </b>	with this	-ESOL Resource Teacher	L	PLC Level	-Core curriculum end of core
<b> </b>			ERT walk-throughs looking for		common unit/ segment tests
<b> </b>	address this	development to all math	implementation of A+ Rise strategies.	-Using the individual teacher	with data aggregated for ELL
		area teachers on how to		data, PLCs calculate the ELL	performance
	school will	access and use A+ Rise		SMART goal data across all	
	schedule	Strategies for ELLs at <a href="http:/">http:/</a>		classes/courses.	
	professional	/arises2s.com/s2s/ into math			
	development			-PLCs reflect on lesson	
	delivered by			outcomes and data used to drive	
	the school's	- ERT models lessons using		future instruction.	
	ERT.	A+ Rise Strategies for		autare instruction.	
		ELLs.		ERTs meet with Math PLCs on	
	-Math	F		a rotating basis to assist with the	I I
	teachers	- ERT observes content		analysis of ELLs performance	
	implement	area teachers using A+Rise		data.	
	ation of A+	and provides feedback,		data.	
<b> </b>	Rise is not	coaching and support.		-For each class/course, PLCs	
<b> </b>	consistent	coaching and support.			
<b> </b>	across core	- District Resource		chart their overall progress towards the ELL SMART Goal.	
<b> </b>		Teachers (DRTs) provide		towards the ELL SMAKT Goal.	
<b> </b>	courses.	professional development		Landarship Toors Larral	
				Leadership Team Level	
	Administrata	to all administrators on how		DIGG THE AGAIN	
<b> </b>		to conduct walk-through		-PLC facilitator/ Subject Area	
<b> </b>		fidelity checks for use of		Leader/ Department Heads	
<b> </b>	skill levels	A+ Rise Strategies for		shares SMART Goal data with	
<b> </b>	regarding use	ELLS.		the Problem Solving Leadership	
<b> </b>	of A+ Rise			Team.	
<b> </b>	in order to	l			
<b> </b>	effectively	l		-Data is used to drive	
<b> </b>	conduct an	l		teacher support and student	
<b> </b>	A+ Rise	l		supplemental instruction.	
	fidelity				
	-	•	•	•	

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

check walk-through.

-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)

2012-2013 SCI			Plan (SIP)-Form SIP				
		5C.3	5C.3	5C.3	5C.3	5C.3	
		-Lack of	ELLs (LYA, LYB & LYC)	Who	Analyze math core curriculum	2x per year	
			comprehension of course	W IIO	and district level assessments	2x per year	
				-School based Administrators	for ELL students. Correlate to	District Baseline and Mid-Year	
			through participation in	-School based Administrators	accommodations to determine	Testing	
				EGOL Deserves Teachers		resung	
			the following day-to-	-ESOL Resource Teachers	the most effective approach for		
	l .	accommodat	day accommodations on		individual students.	F 1	
			core content and district			_	
		FCAT	assessments in math:			Semester Exams	
		testing.		<u>How</u>			
			-Extended time (lesson and			<b>⊢</b> I	
		-Bilingual	assessments)	-Administrative and			
		Education				During the Grading Period	
		Paraprof	-Small group testing	ERT walk-throughs using the walk-	l		
		essionals		throughs look for Committee Meeting	l	-Core curriculum end of core	
		at varying		Recommendations. In addition, tools	l	common unit/ segment tests	
				from the RtI Handbook and ELL RtI			
		expertise in		Checklist, and ESOL Strategies Checklist	l		
		providing	-Use of heritage language	can be used as walk-through forms			
			dictionary (lesson and	can be ased as want infoagh forms			
		language	assessments)				
			assessments)				
		support.					
		-Allocation					
		of Bilingual					
		Education					
		Paraprof					
		essional					
		dependent on					
		membership					
		of ELLs.					
					l		
		-			l		
		Administrato			l		
		rs at varying			l		
		levels of			l		
		expertise			l		
		in being			l		
		familiar with			l		
		the ELL			l		
		Program			l		
		guidelines			l		
		and job			l		
		responsibili			l		
		ties of ERT			l		
					l		
		and Bilingual					

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

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nal.

2012-2013 Schoo	oi improvement i	Plan (SIP)-Form SIP	<b>-</b> 1		
		. ` ′	5C.4	5C.4	5C.4
		ELLs (LYA, LYB & LYC)	Who	Teacher Level	2x per year
		comprehension of course		<u></u>	L
			-School based Administrators	-Teachers reflect on lesson	District Baseline and Mid-Year
		in math through teachers		outcomes and use this	Testing
	•	· ·	-ESOL Resource Teachers	knowledge to drive future	
		to focus on ELL student	DI C.F. III.	instruction.	F
		learning. Specifically, they	-PLC Facilitators		
		use the Plan-Do-Check-		-Teachers use the on-line	Semester Exams
		Act model to structure		grading system data to calculate	
		their way of work for ELL	TT.	their students' progress towards	
	need support in drilling	students.	<u>How</u>	their PLC and/or individual ELL SMART Goal.	During the Grading Period
	_		DLC logs (with apositic ELL information)		During the Grading Period
	down their core		PLC logs (with specific ELL information) for like courses/grades.	PLC Level	-Core curriculum end of core
	•	Action Steps	for fike courses/grades.	FLC Level	common unit/ segment tests
	to the ELL	venou stebs		-Using the individual teacher	with data aggregated for ELL
	level.	-Teachers use time during		data, PLCs calculate the ELL	performance
		PLCs to reinforce and		SMART goal data across all	performance
		strengthen targeted ELL		classes/courses.	
		effective teaching strategies		orasses/ coarses.	
		(CALLA and A+ Rise) in		-PLCs reflect on lesson	
		order to integrate them into		outcomes and data used to drive	
		the math lessons.		future instruction.	
		The man response.			
		-Teachers use time		-ERTs meet with Math PLCs on	
		during PLCs to reinforce		a rotating basis to assist with the	
		and strengthen targeted		analysis of ELLs performance	
		ELL Differentiated		data.	
		Instruction lessons using			
		the district provided ELL		- For each class/course, PLCs	]
		Differentiated Instruction		chart their overall progress	
		binders (provided by the		towards the ELL SMART Goal.	
		ELL Department) in math.		L	
		n. a		Leadership Team Level	]
		-PLCs generate SMART		Dr. G. G. Willer (G. 11)	
		goals for ELL students		-PLC facilitator/ Subject Area	
		for upcoming units of		Leader/ Department Heads	]
		instruction.		shares SMART Goal data with	
		DI Caltanahara 1 far		the Problem Solving Leadership	]
		-PLCs/teachers plan for		Team.	]
		upcoming lessons/units		-Data is used to drive	
		using targeted CALLA, A+ Rise strategies and		teacher support and student	
		Differentiated Instruction		supplemental instruction.	
1				supplemental instruction.	
		strategies based on ELLs		I	

2012-2013 School Improvement Plan (SIP)-Form SIP-1 needs. -ERTs meet with RtI team to review performance data and -PLCs math teachers plan progress of ELLs (inclusive of for accommodations for LFs) core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders. Anticipated Strategy Fidelity Check Strategy Data Check **Student Evaluation Tool** Based on the analysis of student Barrier achievement data, Who and how will the fidelity How will the evaluation tool data be used to and reference to determine the effectiveness of strategy? be monitored? "Guiding Questions", identify and define

areas in need of improvement for the following subgroup:

			Plan (SIP)-Form SIP			
5D. Student	5D.1.	5D.1.	5D.1.	5D.1.	5D.1	
with Disabilities						
		Strategy	Who	Teacher Level	2x per year	
	provide					
satisfactory	a school	SWD student	Principal, Site	Teachers reflect on lesson outcomes	District Baseline and Mid-Year	
progress in	organization	achievement	Administrator, Assistance	and use this knowledge to drive future	Testing	
mathematics.	structure and	improves	Principal	instruction.		
mathematics.	procedure	through the			<u>_</u>	
	for regular	effective and	4	Teachers use the on-line grading system		
	and on-	<u>consistent</u>		data to calculate their students' progress	Semester Exams	
	going review	<u>impleme</u>	<u>How</u>	towards their PLC and/or individual SWD		
	of students'	ntation of		SMART Goal	_	
	IEPs by both	students'	IEP Progress Reports			
		IEP goals,	reviewed by APC	PLC Level	During the Grading Period_	
		strategies,		L		
		modificat		-Using the individual teacher data, PLCs	Common assessments (pre,	
	teacher. To			calculate the SWD SMART goal data	post, mid, section, end of unit)	
		accommodati		across all classes/courses.		
		ons.				
	APC will put	Tr. 1 .		-PLCs reflect on lesson outcomes and data		
	a system in	-Throughout		used to drive future instruction.		
	place for this	the school				
	school year.	year, teachers of		For each class/course, PLCs chart		
		SWD review		their overall progress towards the SWD SMART Goal.		
		students'		SMART Goal.		
		IEPs to		Leadership Team Level		
		ensure that		<u> Leadership Team Lever</u>		
		IEPs are		PLC facilitator/ Subject Area Leader/		
		implemented	d	Department Heads shares SMART Goal		
		consistently		data with the Problem Solving Leadership		
		and with		Теат.		
		fidelity.				
				Data is used to drive teacher support and		
		-Teachers		student supplemental instruction.		
		(both				
		individually				
		and in PLCs)				
		work to				
		improve				
		upon both				
		individually and				
		and collectively,				
		the ability to				
		effectively				
		implement				
		P	Ī			

2012-2013 School Improvement Plan (SIP)-Form SIP-1 strategies and modifications into lessons. Mathematics Goal 2012 Current 45D: 2013 Expected Level of Performance: Performance: The percentage of SWD scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 32% to 39%. 32% 39%

2012-2013 SCII			Plan (SIP)-Form SIP				
	51	D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	-I	mproving	Strategy/Task	Who	School has a system for PLCs	School has a system for PLCs	
		ie e				to record and report during-	
	pr	roficiency	SWD student achievement	-Principal		the-grading period of SWD	
			improves through teachers'		goal outcomes to administration,		
			implementation of the Plan-	-AP		administration, coach, SAL,	
			Do-Check-Act model		team.	and/or leadership team.	
			in order to plan/carry out	-Instruction Coaches	tourn.	and or readership team.	
	P	nority.	lessons/assessments with	Instruction Couches			
	Lт	Γeachers		-Subject Area Leaders			
		and support	modifications.	-Subject Affea Leaders			
	in	drilling	inodifications.	-PLC facilitators of like grades and/or like			
		own		courses			
		eir core	Antions				
			<u>Actions</u>				
		the SWD	n/	How_			
	le	evel.	Plan	HOW			
		~ .		-PLC logs turned into administration/			
			For an upcoming unit of				
			midulation determine the	coaches. Administration/coaches provides			
			following:	feedback			
		nd ESE		Alling the state of the state o			
		acher need		-Administrators attended targeted PLC			
		onsistent,	SWD to learn by the end of	meetings			
			the unit?	n any a 1:			
	cc	o-planning		Progress of PLCs discussed at Leadership			
	tiı	me.	-What are standards that our	leam			
			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				
			in order to meet the 5 w D			I .	

2012-2013 School Improvement	Plan (SIP)-Form SIP-1	
	SMART goal?	
	-What resources do we need?	
	need:	
	-How will the lessons be	
	designed to maximize the	
	learning of SWD?	
	-What checks-for-	
	understanding will we	
	implement for our SWD?	
	-What teaching strategies/	
	best practices will we use to	
	help SWD learn?	
	-Specifically how will	
	we implement the strategy during the	
	lesson?	
	-What are teachers going to do during the lesson for	
	SWD?	
	-What are SWD student	
	going to do during the lesson to maximize	
	learning?	
	Reflect on the "Do"/	
	Analyze Checks for	
	Understanding and Student	
	Work <u>during</u> the unit.	
	For lessons that have	
	already been taught within	
	the unit of instruction,	
	teachers <u>reflect</u> and	
	discuss one or more of the	
	following regarding their SWD:	
	-What worked within the	

2012-2013 School Improvement	t Plan (SIP)-Form SIP-1
	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 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 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 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	1
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	1
that need re-teaching/	1
interventions (either to	1
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?	

# Algebra End-of-Course (EOC) Goals

Algebra EOC	Problem			
Goals	-Solving			
	Process			
	to			
	Increase			

2012 2013 SCII			Plan (SIP)-Form SIP	- <u>1</u> 	1	ĺ
	Student					
	Achieve					
	ment					
	ment					
Based on the analysis		Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
of student achievement	Barrier					
data, and reference to "Guiding Questions",			Who and how will the fidelity	How will the evaluation tool data be used to		
identify and define			be monitored?	determine the effectiveness of strategy?		
areas in need of						
improvement for the						
following group:						
8-1	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring						
proficient/		Caa				
satisfactory		<b>See</b>				
performance in		ا ــــا				
Algebra (Levels		See Goa				
3-5).		Joa				
		h <sub>a</sub> 1				
		ls 1,				
		· ·				
		2, 4				
		<b>_</b> , .				
		& 5				
		$\alpha$ 3				

			iaii (SII )-Furiii SII	-1			
Algebra Goal #1:	2012 Current	2013 Expected					
	Level of	Level of					
	Porformana:	Performance:					
	remonifice.	r en onnance.					
The percentage of							
The percentage of							
students scoring a							
Level 3 or higher							
on the 2012 Algebra							
on the 2013Algebra							
EOC will increase							
from 88% to 92%.							
110111 0070 to 3270.							
	88%	92%					
	00 70	94 70					
		1.2.	1.2.	1.2.	1.2.	1.2.	
<u> </u>		ļ					
1		1.3.	1.3.	1.3.	1.3.	1.3.	
1							
Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
of student achievement	Barrier	l	ĺ	]			
data, and reference to	1						
uata, and reference to			Who and how will the fidelity	How will the evaluation tool data be used to			
"Guiding Questions",			be monitored?	determine the effectiveness of strategy?			
identify and define			or monitorea:	determine the effectiveness of strategy!			
areas in need of							
improvement for the							
following group:							
<ul> <li>OHOWIDS STORM.</li> </ul>		ı					

2012-2013 Scho	ool Impr	ovement F	Plan (SIP)-Form SIP-	-1		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	See Goa Is 1, 2, 4 & 5	2.1.	2.1.	2.1.	
The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 43% to 47%.	Level of Performance:	2013 Expected Level of Performance:				
	43%	47%				

•	2.2.	2.2.	2.2.	2.2.	2.2.	
	2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

### **Mathematics Professional Development**

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

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

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Differentiated Instruction 6	5-8	-Math SAL/ Coach	Math Departmental and course- specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Analyzing first semester 6 exams	5-8	-Math SAL/ Coach	Math Departmental and course- specific PLCs	After the administration of the test	PLC logs	APC
IEP Training 6	5-8	ESE Teachers	ESE Teachers	On-going	Case Manager	ESE Specialist

General Ed Teachers

**PLCs** 

2012-2013 School Improvement Plan (SIP)-Form SIP-1 SWD Co-Teaching 6-8 DRT ESE Teachers

On-going Classroom walkthroughs Administration Team DRT General Ed Teachers **PLCs** ELL Strategies English All teachers On-going Classroom walkthroughs 6-8 Administration Team Language

Learner

Faculty Professional Development

Resource Teacher (ERT)

and on-going PLCs

End of Mathematics Goals

### **PART II: EXPECTED IMPROVEMENTS**

## Elementary and Middle School Science Goals

	-Solving Process to Increase Student Achieve ment				
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:	Barrier		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2012-2013 Sch	ool Impro	ovement P	'lan (SIP)-Form	SIP-I			
1. FCAT 2.0:	1.1	1.1	1.1	1.1	1.1		
Students scoring							
proficient/	Tanahara	Stratogy	Who	Teacher Level	Ov por your	1	
		<u>Strategy</u>	<u>Who</u>	reacher Level	2x per year	1	
satisfactory	are at	C4 1 4 2	Duin vin vi	T 1	District 1s of the setting		
Perrormanee			Principal		District-level baseline		
(Level 3-5) in		science skills		knowledge to drive future instruction.	and mid-year tests		
science.		will improve	APC	L			
1		through		-Teachers use the on-line grading system data to	<b>L</b>	1	
			Science Coach	calculate their students' progress towards their PLC			
	lesson plan		(where available)	and/or individual SMART Goal	Semester Exams		
	model.	<u>instructiona</u>					
		l model.	Science SAL	PLC Level			
	-Lack of						
	common	L		Using the individual teacher data, PLCs calculate	During the Grading	1	
	planning			the SMART goal data across all classes/courses.	Period	1	
		Action Steps	How Monitored				
	facilitate			PLCs reflect on lesson outcomes and data used to	-Core Curriculum		
		-Teachers	-Classroom walk-	drive future instruction.	Assessments (pre, mid,		
			throughs observing		end of unit, chapter,		
				For each class/course, PLCs chart their overall	intervention checks, etc.)	1	
		Science		progress towards the SMART Goal.	intervention enecks, etc.)		
		training and		progress towards the SWITTET Godf.		1	
		share 5 E		Leadership Team Level			
		Instructional		Leadership Team Level		1	
				DI C for ilitator/ Cubicat Area I and and Department		1	
		Model		PLC facilitator/ Subject Area Leader/ Department			
		information		Heads shares SMART Goal data with the Problem		1	
		with their		Solving Leadership Team.			
		PLCs.					
		nr a		-Data is used to drive teacher support and student		1	
		-PLCs write		supplemental instruction.			
		SMART				1	
		goals based				1	
		for units of				1	
		instruction.	Į				
		-As a					
		Professional					
		Development					
		activity in					
		their PLCs,					
		teachers					
		spend time					
		collabo					
		ratively					
		building 5E					
		Instructional					
		Model for					
		1110001 101				1	

2012-2013 School Impr	ovement Plan (SIP)-Form SIP-1	
	upcoming	
	lessons.	
	-PLC	
	teachers	
1	instruct	
1	students	
1	using the 5E	
1	Instructional	
	Model.	
	-At the end	
	of the unit,	
	teachers give	
1	a common	
1	assessment	
1	identified	
1	from the core	
1	curriculum	
1	material.	
1		
1	-Teachers	
1	bring	
1	assessment	
	data back to	
	the PLCs.	
	-Based on	
	the data,	
	teachers	
	discuss	
	effectiveness	
	of the 5E	
<b> </b>	Lesson	
<b> </b>	Plans to	
<b> </b>	drive future	
<b> </b>	instruction.	

	2012 Current Level of	2013 Expected Level of Performance			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 57% to 60%.					
	57%	60%			

2012-2013 School Improvement Plan (SIP)-Form SIP-1 .2. 1.2. -PLCs Strategy Who School has a system for 2x per year struggle PLCs to record and report Student achievement | Principal with how during-the-grading period District Baseline and Mid-Year improves through to structure SMART goal outcomes Testing -AP curriculum teachers working to administration, coach, collaboratively to SAL, and/or leadership conversatio -Instruction Coaches ns and data focus on student team. analysis to learning using the Semester Exams -Subject Area Leaders deepen their 5E Instructional leaning. To Model. Specifically, PLC facilitators of like grades and/or like courses address this they use the Planbarrier, this Do-Check-Act During the Grading Period year PLCs **model** to structure are being their way of work. Common assessments (pre, post, trained to use Using the backwards How mid, section, end of unit) the Plan-Do-design model for PLC logs turned into administration/coaches Check-Act unit of instruction, provides feedback "Instructiona teachers focus on Unit" log. the following four -Administrators attended targeted PLC meetings questions: Progress of PLCs discussed at Leadership Team 1. What is it we expect them to -Administration shares the data of PLC visits with learn? staff on a monthly basis. How will we know if they have learned it? How will we respond if they don't learn? How will we respond if they already know it?\_

Hillsborough 2012 Rule 6A-1.099811 Revised July 18, 2012 Actions/Details

Within PLCs:

2012-2013 School Improvement	Plan (SIP)-Form SIP-1
	-PLCs will use a
	PLC log to monitor
	the following:
	the following.
	Guide their Plan-
	Do-Check-Act
	conversations and
	way of work.
	way of work.
	Monitor the
	frequency of
	meetings. All grade
	level/subject area
	PLCs collaborate
	times per
	month for curriculum
	planning, reflection,
	and data analysis.)
	-Working with the
	core curriculum,
	within grade level
	PLCs teachers will:
	Unpack the
	benchmark and
	identify what students
	need to understand,
	know, and do.
	Plan for checks for
	understanding during
	the unit.
	Plan for the End-of-
	Unit Assessment
	Unit Assessment
	Plan upcoming
	lessons/units using
	the 5E Instructional
	Model.
	Reflect on the
	outcome of lessons
	taught

2012-2013 School Improvement P	Plan (SIP)-Form SIP-1
	Analyze checks
	for understanding
	and core curriculum
	assessments.
	Act on the
	core curriculum
	data by planning
	interventions for the
	whole class or small
	group.
	-PLCs will generate
	SMART goals for
	upcoming units of
	instruction.
	-PLCs will report
	SMART goal data
	through their logs.
	As a Science
	Department
	-PLC, share action
	plan successes and
	challenges of the
	grade levels courses.
	-PLCs will adjust
	action plans based on
	teacher/coach walk-
	through data, PLC
	collaboration, and
	student data.

2012-2013 Scho	oi impro	ovement P	an (SIP)-Form	SIP-1		
		1.3	1.3	1.3	1.3	1.3
		TD 1	C	XX 71		
			<u>Strategy</u>	<u>Who</u>	Teacher Level	2x per year
		are at		L		L
				Principal		District-level baseline and mid-
			understanding		lesson outcomes and use	year tests
		in using	of the nature of	APC	this knowledge to drive	
		appropriate	science and scientific		future instruction.	<u>_</u>
		instructional,	inquiry improves	Science Resource Teachers (where available)		
		scientific and	when students	· · · · · · · · · · · · · · · · · · ·	Teachers use the on-line	Semester Exams
				Science Department Chairperson	grading system data to	
			active in learning	r i i i i i i i i i i i i i i i i i i i	calculate their students'	
			important and		progress towards their	
			challenging science		PLC and/or individual	During the Grading Period
			content through the	How Monitored	SMART Goal	During the Grading refloa
				How Montored	SMART Goal.	TTuit assessments
			use of appropriate		DI CI I	-Unit assessments
			instructional methods,	-Classroom walk-throughs observing this strategy.	PLC Level	
		-	scientific processes,		<b> </b>	
		Administ	<u>laboratory</u>		-Using the individual	
		rators are	experiences, and		teacher data, PLCs	
		at varying	uses of technology		calculate the SMART	
		skill levels	(animations,		goal data across all	
		in using	probeware, digital		classes/courses.	
			microscopy).			
		instructional,			-PLCs reflect on lesson	
		scientific and			outcomes and data	
			Action Steps		used to drive future	
		technology			instruction.	
		(animations	-As a Professional		mstruction.	
		probeware,	Development activity		- For each class/course,	
			in their PLCs,			
		digital	teachers spend time		PLCs chart their overall	
		microscopy)	sharing recession		progress towards the	
			sharing, researching,		SMART Goal.	
			teaching, and		L	
			modeling technology		Leadership Team Level	
			and hands-on			
			strategies.		-PLC facilitator/	
					Subject Area Leader/	
			-Within PLCs,		Department Heads shares	
			teachers plan for		SMART Goal data with	
			engaging exploration		the Problem Solving	
			of science content		Leadership Team.	
			using hands-on		1	
			learning experiences,		-Data is used to drive	
			inquiry, labs,		teacher support and	
			technology (such		student supplemental	
			as probeware,			
			as probeware,		instruction.	

2012-2013 School Improvement Plan (Sl	IP)-Form SIP-1		
simulatio	ons and		
animation	ns) within		
the 5E In	structional		
Model.			
-Teachers	s implement		
the 5E In	astructional		
Model to	promote		
learning 6	experiences		
that cause	e students		
to think, 1			
connection			
formulate	e and test		
	ses and draw		
conclusio	ons.		
	·		
Teachers	s facilitate		
student-c			
learning t			
the use of	f the 5E		
Instruction	onal Model.		
-Common	n Core		
	Standards		
for both I	Reading		
and Writi	ing are		
appropria	ately		
embedde	ed throughout		
the 5E In	struction		
Model.			
-Each tea			
	s a record		
of the nu			
occurrence	ces of		
engageme	ent tasks		
(hands-or	n-learning		
experience	ces, labs,		
and techn	nology) per		
week. Th	his data is		
then repo	orted on the		
Science F	PLC log.		
-Monthly	/, school		
	onduct one-		
on-one da	ata chats		
with indi-	vidual		

2012-2013 School Improvement Plan (SIP)-Form SIP-1 teachers using the data gathered from walk-through tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty). Based on the analysis Anticipated Strategy Fidelity Check Strategy Data Check **Student Evaluation Tool** of student achievement Barrier data, and reference to Who and how will the How will the evaluation tool data be used to determine the "Guiding Questions", identify and define fidelity be monitored? effectiveness of strategy? areas in need of improvement for the following group:

2012-2013 Sch	ool Impro	ovement F	Plan (SIP)-Form	SIP-I		
2. FCAT 2.0:	2.1	2.1	2.1	Science PLC Resource meetings	3x-per year	
Students scoring				Č		
Achievement	-Not all	Strategy	Who	Reading Leadership Team	District level baseline,	
Levels 4 or 5 in	teachers	Strategy	TY IIO	reading Deadership Team	mid-year, and pre-EOC	
science.	have	Students'	Principal		administration	
science.	received	compreh	Timeipui		dammistration	
			AP	PLCs will track achievement on the benchmark		
	for Science	science text		attached to the Close Reading passage comparing	Γ	
			Science Coach	baseline achievement level to 80% mastery using the	Semester Exams	
		when		proximal evaluation tool.		
	-Not all		Reading Coach	F		
	teachers	engaged in			Γ	
		close reading	Reading Leadership		During the Grading	
	how to	techniques	Team		Period	
	integrate	using on-				
	close	grade-level	CCLS Science Team		-mini-assessments	
	reading	content-				
	with the 5E	based text	Science SAL/DH		-unit assessments	
	instructiona					
	l model.	and other				
		supplemental				
		texts).	How Monitored			
		Science				
			Administration,			
	look at	engage	Coach, SAL walk-			
			throughs			
	materials	the <u>close</u>				
	beyond	reading	-PLC logs turned into			
	those		administration.			
	posted	(appropria	<b>.</b>			
		tely placed	-Administration			
			provides feedback.			
	guide	instructional				
		model)				
		using their textbooks				
		or other				
		appropriate				
		high-Lexile,				
		complex				
		supplemental				
		texts at least				
		times				
		per nine				
		weeks.				
		<u> </u>				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Action Steps Professional Development -The Reading Coach along with the Departmen tal Leaders/ Coach/SAL conduct small group departmental trainings to develop teachers' ability to use the close reading model. -The Reading Coach attends science departmental PLCs to coplan with teachers, developing lessons using the close reading model. -Teachers within departments attend professional development provided by the district/ school

2012-2013 School Improvem	nent Plan (SIP)-Form	SIP-1		
on text	rt			
comple and clo	lexity			
and clo	lose			
reading	ng			
models	ls that			
are mo	ost			
applica	cable			
to scie	ence			
classro	ooms			
and su	upport			
the 5E	Ξ			
instruc	ctional			
model.	1.			
In PL	.Cs/			
Depart	rtment			
-Teach	hers			
work i	in			
their P	PLCs			
to loca	ate,			
discuss	ss, and			
dissem	ninate			
approp	priate			
texts to	to			
supple	ement			
their				
textboo	ooks.			
l l l l l l l l l l l l l l l l l l l				
-PLCs	S Class			
review	v Close			
Readir Selecti	ng			
Selecti	tions			
to dete	ermine			
word c	count			
and his	ign-			
Lexile	<sup>₽.</sup>			
DI Ca	s assign			
PLCS	s assign			
approp NGSS	priate			
benchi	on l			
to Clos	nna h			
Readir	ng			
Readin	ng l			
passag	R <sub>C</sub>			

2012-2013 School Impro	ovement Plan (SIP)-Form	SIP-1		
	-To increase			
	stamina,			
	teachers			
1	select high-			
	Lexile,			
	Lexile, complex			
	and rigorous			
	texts that			
	are shorter			
	and progress			
1	throughout			
	the year to			
	longer texts			
	that are			
	high-Lexile,			
1	complex and			
	rigorous			
	- Teachers			
	debrief			
	lesson			
	impleme			
	ntation to			
	determine			
	effectiveness			
	and level			
	of student			
	comprehe			
	nsion and			
	retention			
	of the text.			
	Teachers			
	use this			
	information			
	to build			
	future close			
	reading			
	lessons.			
	] ] ]			
	Desire de			
	During the			
	lessons,			
	teachers:			
	Guide			
	-Guide students			
	through			
	through			

2-2013 School Improvement Plan (SIP)-Form SIP-1    text without reading or explaining the meaning of the text using the following:  Introducing critical vocabulary to ensure comprehensi on of text.  Stating an essential question prior to reading  Using  Using  Using  Using  Using  Using  Using  Using
reading or explaining the meaning of the text using the following: Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
of the text using the following: Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
of the text using the following: Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
of the text using the following: Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
using the following: Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to reading Using
following: Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to reading Using
Introducing critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
critical vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
vocabulary to ensure comprehensi on of text. Stating an essential question prior to readingUsing
to ensure comprehensi on of text. Stating an essential question prior to reading Using
comprehensi on of text. Stating an essential question prior to reading Using
on of text. Stating an essential question prior to reading Using
on of text. Stating an essential question prior to reading Using
Stating an essential question prior to readingUsing
an essential question prior to readingUsing
an essential question prior to readingUsing
question prior to readingUsing
prior to readingUsing
readingUsing
Using
Using
questions
to check for
understandin
Using
question
to engage
students in
discussion.
uiscussion.
Requiring
oral and ora
written
responses to text.
text.
-Ask text-
based
questions
that require
close reading
Liose reading
of the text
and multiple reads of the
reads of the

2012-2013 School Improvement Plan (SIP)-Form SIP-1						
	ext.					
<u> </u>	During the					
	essons,					
Si	tudents:					
1 1.	Grapple					
	vith					
	omplex					
	ext.					
l l	CAL.					
L	Re-read					
	or a second					
	urpose and					
l to	o increase					
	omprehensi					
	n.					
1 1						
	Engage in					
d	iscussion					
l to	o answer					
	ssential					
q	uestion					
u	sing textual					
e	vidence.					
1 1						
	Write in					
r	esponse					
į to	o essential					
q	uestion					
լ լ	sing textual					
e	vidence.					

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 19% to 21%.	Level of Performance	2013Expected Level of Performance:					
	19%	21%					
				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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Technology and Hands- On Activities (animations/ Gizmos, scientific probeware, laboratory technology)	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators/science coach conduct targeted walk-throughs to monitor Hands-On Activity implementation.	Administration Team
Inquiry and the 5E Instructional Model	Grades 6-8	Science Coach/ SAL and Technology Resource	Science Departmental PLCs and course-specific PLCs	On-going in science PLCs 3 times per month	Administrators /Science coach conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades 6-8	Reading Coach	Science Departmental PLCs and course-specific PLCs	One PLC meeting per month	Reading Coach walk-throughs	Administration Team & Reading Coach
		Science SAL				
		Reading Leadership Tean	n			

End of Science Goals

### **PART II: EXPECTED IMPROVEMENTS**

## Writing/Language Arts Goals

Language Arts Goals	Problem- Solving Process to Increase Student Achieve ment				
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:			Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

<u>2012-2013 S</u>	cnool Imp	rovement	<u> Plan (SIP)-Form SIP</u>			
1. Students	-Not all	Strategy	Who	See "Check" & "Act" action steps in the	-Student monthly demand	
scoring at	teachers			strategies column	writes/formative assessments	
Achievement	h 1	Students' use	Principal			
r conte v content		of mode-	Tincipai		-Student daily drafts	
11.6 ver 3.0 or	execute		ADC		-Student daily draits	
migner in	writing		APC		Ct. 1t init	
writing.	lessons with	writing will	CAT		-Student revisions	
	C		SAL			
		through use			-Student portfolios	
		of Writers'				
		Workshop/				
		daily	District (Writing Team,			
		instruction	Supervisors, Writing			
			Resources, Academic			
			Coaches, and DRTs)			
		specific				
	student	writing.				
	writing to					
	determine		How Monitored			
	trends					
	and needs	Action Steps	-PLC logs			
	in order		T ~~			
	to drive	-Based on	-Classroom walk-throughs			
		baseline data,				
			Observation Form			
	-All teachers					
	need training		-Conferencing while writing			
	to score	each Grading	walk-through tool (for			
	student	Period. (For	coaches)			
	writing	example,	couches)			
		during the	-Evidence provided to <b>AVID</b>			
			Site team			
		Period, 50%				
	school	of the students				
		will score 4.0				
		or above on				
	provided by					
		the Grading				
	the state.					
		Period writing				
		prompt.)				
		I				
		I				
		<b>.</b>				
		<u>Plan:</u>				
		-Professional				
		Development				
		for updated				

2012-2013 School Improvement Plan (SIP)-Form SIP-1 rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate datadriven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students -Use of **AVID** Writing Curriculum Do: -Daily/ ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ ongoing conferencing

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Check: Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs Act: -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/ research -Spread the use of effective practices across the

2012-2013 S	chool Imp	provement l	Plan (SIP)-Form SIP-	·1		
		school based	, ,			
		on evidence				
		shown in the				
		best practice				
		of others				
		-Use what				
		is learned				
		to begin				
		the cycle				
		again, revise				
		as needed,				
		increase scale				
		if possible, etc.				
		cic.				
		-Plan ongoing				
		monitoring of				
		the solution(s)				
		ene soration(s)				
Writing/LA	2012 Current	2013 Expected Level of Performance:				
Goal #1:	Level of	Level of				
	Performance:	Performance:				
The percentage						
of students						
scoring Level						
3.0 or higher on						
the 2013 FCAT						
Writes will						
increase from						
90% to 94%.						
	90%	94%				

2012-2013 School Improvement	nt Plan (SIP)-Form SIP	-1			
1.2.	1.2	1.2.	1.2.	1.2.	
			1		
-Improve tl	ne Strategy	Who	Teacher Level	During the Grading Period	
teaching of				Samg me Graamg renou	
	lls Students' reading, writing,	-Principal	-Teachers reflect on lesson	Common assessments (pre,	
of Languag	e language, and listening /	1 Time par	outcomes and use this	post, mid, section, end of unit)	
	rs. speaking skills improves	-AP	knowledge to drive future	post, ma, section, end of dine)	
ritis teache	through engagement		instruction.		
-Become	in college and career	-Instruction Coaches	mstruction.		
more		Instruction coaches	Teachers maintain their		
proficient	preparatory lessons/ activities/tasks that	-Subject Area Leaders	assessments in the on-line		
at pacing		-Subject Area Leaders	grading system.		
and teaching	promote high levels of	-PLC facilitators of like grades and/or like	grading system.		
		-	-Teachers use the on-line		
Springboar	a	courses			
lessons.			grading system data to		
			calculate their students'		
	Action Steps	How	progress towards the		
		<u> </u>	development of their		
	Within PLCs	PLCS turn their logs into administration	individual/PLC SMART Goal.		
		and/or coach after a unit of instruction is	DI GI I		
	Before the unit	complete.	PLC Level		
		complete.			
	-Create norms.	-PLCs receive feedback on their logs.	-Using the individual teacher		
		FPLCs receive reedback on their logs.	data, PLCs calculate the		
	-Unpack an assessment and	A desinistrators and appelos attend torgeted	SMART goal data across all		
	rubric.	-Administrators and coaches attend targeted	classes/courses.		
		PLC meetings			
	-Set SMART goals for the	December of DI Co discussed at I and auchin	-PLCs reflect on lesson		
	unit of instruction.	Progress of PLCs discussed at Leadership	outcomes and data used to		
] ]		Team	drive future instruction.		
	-Decide on a way to pre-	A desiring of the desired CDLC	1		
	assess the skills and	-Administration shares the data of PLC	-For each class/course, PLCs		
	knowledge of students.	visits with staff on a monthly basis.	chart their overall progress		
	(What pre-assessment will	Administrative of the first of	towards the SMART Goal.		
	we all use?)	Administrative walk-throughs looking for			
		implementation of strategy with fidelity and	Leadership Team Level		
	-Choose the anchor activities	consistency.	1		
	teachers will use to assess		-PLC facilitator/ Subject Area		
	students' understanding	-Administrator and coach aggregates	Leader/ Department Heads		
	along the way to the	the walk-through data school-wide and	shares SMART Goal data		
	assessment.	shares with staff the progress of strategy	with the Problem Solving		
		implementation monthly.	Leadership Team.		
	Reflect on barriers and	Living	_		
	successes from the year	-Administration shares the positive	-Data is used to drive		
	before.	outcomes observed in PLC meetings on a	teacher support and student		
		monthly basis.	supplemental instruction.		
	-Look at student assessment		1		
<b>———</b>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1 exemplars (previous students'-Samples of student work given to AVID assessments if available). Site team -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Look at the grammar instruction opportunities provided in the unit and determine their potential usage. -Decide on which vocabulary terms need to be taught during the unit. -Discuss the student's curriculum checklist. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.\_\_ During the unit -Determine: --What is working? --Is there a need to enrich the instruction? How? --What isn't working? --Is there a need to supplement the instruction? How?

2012-2013 School Improvement	Plan (SIP)-Form SIP-1		
	Are the needs of our ELL/		
	SWD being met?		
	How can civics be added into		
	instruction?		
	Is there a need for a		
	demonstration classroom and or teacher swap?		
	or teacher swap:		
	-Conduct a pacing check.		
	-Bring anchor activities		
	(artifacts) to assess student		
	understanding.		
	undersamding.		
	-Discuss effective student		
	placement (If plausible discuss		
	how classroom environment		
	might help a student that is		
	struggling in a class. Could		
	a change of class period or		
	teacher help?)		
	-Plan strategies to differentiate.		
	-Plan higher order thinking		
	questions.		
	-Discuss portfolio		
	implementation (Success/		
	Barriers).		
	-Discuss baseline date/data		
	from anchor activities/data		
	from EAs.		
	-Determine whether teachers		
	want to add additional criteria		
	to the EA rubric.		
	-Discuss additions to the		
	writer's checklists.		
	WITTER 5 CHECKHOLS.		
	During the assessment	1	

2012-2013 School Improvement	Plan (SIP)-Form SIP-1		
	-Agree upon a date when all assessments need to be completed.		
	-Discuss successes and challenges.		
	After the assessment		
	Participate in an assessment Norming session (Data to be discussed after EAs are all scored)		
	-		
	After all assessments have been scored		
	-Reflect on the unit.		
	-Reflect on the effectiveness of the PLC (survey).		
	-Revisit portfolios.		
	-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened.		
	-Recognize successes and celebrate.		
	In the classroom		
	During the lessons, teachers:		
	-Post essential questions and daily objectives.		

2012-2013 School Improvemen	ent Plan (SIP)-Form SIP-1	
	-Explicitly reference	
	connections between	
	the following: essential	
	questions, daily objective,	
	and assessment.	
	-Select learning strategies as	
	needed.	
	-Group students	
	appropriately.	
	-Scaffold instruction building	
	towards higher complexity.	
	-Model and provide	
	opportunities for guided and	
	independent practice of skills	
	aligned with the assessment.	
	anghed with the assessment.	
	-Use Socratic Seminar –	
	AVID Strategy for oral	
	language development	
	-Select academic vocabulary	
	from text to be used during a	
	unit of instruction.	
	-Use multiple types of formative assessment and	
	provide consistent checks for	
	student understanding.	
	-Use data during the lesson	
	and after the assessment to	
	inform instruction.	
	During the lessons, students:	
	-Understand the criteria	
	which will be used to	
	evaluate their work.	
	-Understand the purpose of	
	the lesson and its connection	
	to the assessment.	1

2012-2013 School Improvement I	Plan (SIP)-Form SIP-1
	-Think critically and creatively.
	-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.
	-Know when, why, and how to use strategies when appropriate free of teacher support.
	-Collaborate within structured grouping.
	-Self assess understanding of content.
	-Use academic vocabulary in written and oral responses.
	After the lessons, teachers:
	-Post exemplars of student work.
	-Self reflect on lessons.

1.3. 1.3. 1.3.	
1.3. 1.3. 1.3. 1.3.	3.
PLCs Strategy Who School has a system for Dr	uring the Grading Period
	uring the Grading Feriod
	Name
	Common assessments (pre,
	ost, mid, section, end of unit)
curriculum working collaboratively to -AP administration, coach, SAL,	
and data focus on student learning. and/or leadership team.	
analysis Specifically, they use the Instruction Coaches	
discussion to Plan-Do-Check-Act model	
deepen their and log to structure their -Subject Area Leaders	
leaning. To way of work. Using the	
address this backwards design model for PLC facilitators of like grades and/or like	
barrier, this units of instruction, teachers courses	
year PLCs focus on the following four	
are being questions:	
trained to use	
the Plan-Do- 1. What is it we expect How	
Check-Act them to learn?	
'Instructional PLCS turn their logs into administration	
and/or coach after a unit of instruction is	
Z. How will we know it	
they have learned it?	
PLCs receive feedback on their logs.	
3. How will we respond if	
they don't learn? -Administrators and coaches attend targeted	
PLC meetings	
4. How will we respond if	
they already know it?Progress of PLCs discussed at Leadership	
Team	
A designation above the date of DI C	
-Administration shares the data of PLC Actions/Details visits with staff on a monthly basis	
Actions/Details visits with staff on a monthly basis.	
-Grade level/like-course	
PLCs use a <b>Plan-Do-</b>	
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.	

#### 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 Grade Level/ Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or

school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

6-8

LA SAL

Language Arts Teachers

PLC facilitators PLC-grade level and vertical teams

On-going

PLC logs turned into administration

Principal

Academic Coach

APC SAL

Writing Holistic Scoring Training

**PLC Facilitators** 

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

**PLC Facilitators** 

End of Writing/Language Arts Goals

### **PART II: EXPECTED IMPROVEMENTS**

# Attendance Goal(s)

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

2012-2013 School		1 1411 (511 <i>)</i> -1	İ	I	1	1
1. Attendance	1.1	1.1	1.1	1.1	1.1	
	-Attendance	Tier 1	Attendance committee	Attendance committee will	Instructional Planning	
	committee needs		will keep a log and notes	monitor the attendance data	Tool Attendance/	
	to meet on a		that will be reviewed by		Tardy data	
	regular basis	establish an	the Principal on a monthly			
	throughout the	attendance	basis and shared with		Ed Connect	
	school year.	committee	faculty.			
		comprised of				
	-Need support	Administrators,				
	in building and	guidance				
	maintain the	counselors,				
	student database.					
		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				
l	I	weeks.		1	1	1

2012-2013 School In Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected			
	Attendance Rate:*	Attendance Rate:*			
1. The attendance rate will					
increase from 95.36% in					
2011-2012 to 96% in 2012- 2013.					
2013.					
0 771 11 1 11					
2. The attendance rate will increase from 95.36% in					
2011-2012 to 96% in 2012-					
2013.					
The number of students who					
have 10 or more <u>unexcused</u>					
absences throughout the school year will decrease by					
10%					
3.T he number of students					
who have 10 or more					
unexcused tardies to school					
throughout the school year					
will decrease by 10%.					
	95.36%	96%			

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

2012 Current Number of Students with Students with Students with Excessive Excessive | Absences Absences (10 or more) (10 or more) 104 93 2012 Current Number of 2013 Expected Number of Students with Excessive Tardies Students with
Excessive Tardies (10 or more)\_ (10 or more) 1.2 1.2 1.2 1.2 1.2 -Need an Edline **Tier 1** Assistant Principal/Team Principal will use Edline Reports leaders/ Department Heads Attendance All teachers will post their will monitor Edline Waiver to Edline reports to attendance to EdLine at evaluate teachers increase the a minimum of once per adherence to policy number of teachers posting week allowing parents to on a weekly monitor attendance.

basis.

1.3	1.3	1.3	1.3	Instructional Planning Tool	
				Attendance/Tardy data	
There is no	Tier 2	Social Worker	The attendance		
system to			committee (which		
reinforce parents	Beginning at the 5th	Guidance Counselor	is a subset of the		
	unexcused absence, the		leadership Team)		
improvement in		PSLT	will disaggregate		
attendance.	(which is a subgroup of		attendance data for		
	the Leadership Team)		the "Tier 2" group		
	collaborate to ensure		along with the		
	that a letter is sent home		guidance counselor		
	to parents outlining the		and maintain		
	state statute that requires		communication about		
	parents send students to		these children.		
	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.				

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 Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring

and/or PLC Focus and/or (e.g. , PLC, subject, grade level, or school-wide) (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

EdLine 6-8 AP School-wide September and then an as Random check of EdLine postings AP

needed basis

End of Attendance Goals

# Suspension Goal(s)

	Problem- solving Process to Decrease Suspensio n				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	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	1.1	1.1	1.1	UNTIE , EASI ODR	
					and suspension data	
	There needs	Tion 1	Who	- PSLT /Behavior	cross-referenced with	
	to be common	Tier 1	<u>Who</u>	Committee will review	mainframe discipline	
	school-wide	-Positive	-PSLT Behavior	data an Office Discipline		
		-Positive Behavior	Committee	data on Office Discipline Referrals ODRs and out		
	expectations	Command (DDC)				
	and rules for	Support (PBS)	I andamskin Taans	of school suspensions, ATOSS data monthly.		
	appropriate classroom	or CHAMPS will be	-Leadership Team	A 1088 data monthly.		
			-Administration			
		to address	-Auministration			
		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.				
		<b>1</b>				
		-Providing				
		teachers with				
		resources for				
		continued				
		teaching and				
		reinforcement				
		of school				
		expectations				
		and rules.				
		-Leadership				
		team conducts				
		walkthroughs				
		using a PBS				
1		or CHAMPS	1		1	

2012-2013 School Improvement Plan (SIP)-Fo	orm SIP-1
ti (: ti	walk- through form generated by the district RtI facilitators).
s fi a m tt	The data is shared with faculty at a monthly meeting, racking the overall mprovement of the faculty.
n a c iii t t	Where needed, administration conducts ndividual eacher walk-hrough data chats.

2012-2013 School Improvement P	lan (SIP)-F	<u>'orm SIP-1</u>				
Suspension Goal #1:	2012 Total Number of	2013 Expected Number of				
	Number of	Number of				
1. The total number of In-School Suspensions						
will decrease by 10%.	In –School Suspensions	In- School				
will decrease by 1070.	Suspensions	<u>Suspensions</u>				
2. The total number of students receiving In-						
School Suspension throughout the school year						
will decrease by 10%.						
will decrease by 1070.						
3. The total number of Out-of-School						
Suspensions will decrease by 10%.						
Suspensions will decrease by 1070.						
4. The total number of students receiving Out-						
of-School Suspensions throughout the school						
year will decrease by 10%.						
year will decrease by 10%.						
	524	471				
	2012 Total	2013 Expected				
	Number of	Number of				
	Students	Students 1				
	Suspended	Suspended				
	In-School	<u>In -School</u>				
	200	180				
	2012 Number of	2013 Expected				
	Out-of-School	Number of				
	<u>Suspensions</u>					
		Out-of-School				
		Suspensions				
	190	171				
			1	i .	i	

Number of Students	2013 Expected Number of Students Suspended					
Out- of- School	Out- of-School					
128	115					
	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

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

End of Suspension Goals

## Health and Fitness Goal(s)

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

ADD ITIO NAL GOAL (S)	Proble m-So lvi ng Proces s to In cre ase St ud ent Ac hie ve me nt				
Based on the analysis of school data, identify and define areas in need of improvement:	icip ated	Check Who and how will the fidelity be monitored ?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiv eness of strategy?	Student Evalu ation Tool	

2012-20	13 Scho	ol Imp	rovem	ent Pl	an (SIP)	)-Forn
1.	1. 1.	1.APC	1.Che	1.		
Addition	Mid		cking			
al Goal	dle	Guidanc	student			
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2012-20	13 \$	Scho	ol Imp	rovem	ent Pl	an (SIP)	-Forn
During	2012	2013					
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2013	rent .	cted Level					
school	Level	Level					
year, the	-	-					
number of							
students							
scoring							
in the							
"Healthy							
Fitness							
Zone"							
(HFZ)							
on the							
Pacer for							
assessing							
aerobic							
capacity							
and							
cardiov							
ascular							
health will							
increase							
from							
78% on							
the Pretest							
to 90%							
on the							
Posttest.							
Schools							
will enter							
the data							
after the							
Pretest							
and							
Posttest.							
Make sure							
there is							
at least							
a 10%							
between							
the							
Pretest							
and							

2012-20	13 5	Scho	ool Imp	provem	ent Pl	an (SIP)	)-Forn
Posttest.							
		90 %					
			and	ipal's designee.	Data on the number of stud ents scoring in the Hea	FITNES SGRAM PACER for assessing cardiov ascular	
			physical educatio	Educatio n Teacher	walk- throug hs	3. PACER test compone nt of the FITNES SGRAM PACER for assessing cardiov ascular health.	

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

Grade Level/ Subject PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

### Continuous Improvement Goal(s)

ADD ble m- ITIO So NAL lvi ng Pro ces s to In cre ase
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on the	icip	egy	Check	Data	Evalu		
analysis of				Check	ation		
school data,			Who		Tool		
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				effectiv			1
				eness of			
				strategy?			

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

2012-20	13 8	Scho	ool Imp	rovem	ent Pl	an (SIP)	-Forn
1.	1.1	1.1	1.1	1.1	1.1		
Addition							
al Goal		The	Who	"Quick"	PLC		
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	focu			ip Team			
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	deep			the data			
		uctio		and share			
	g	n"		outcomes			
		log		of the			
		that		school-			
	wled			wide			
		WS		results			
	base			with their			
		Plan		PLCs.			
	teach	-Do-		The data			
	ers	Chec		will			
		k-		provide			
	impr	Act		direction			
	ovin			for future			
	g	el.		PLC			
	stud	Subj		training.			
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2012-2013 \$	Scho	ol Imp	rovem	ent Pl	an (SIP)	-Forn	n SIP-1
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2012-2013 School Improvement Plan (SIP)-Form SIP-1 ings. Teac hers ask ing for more PLC colla bora tion time. Poss ibili ty of wai ver will be expl ored.

2012-20	113 \$	Scho	ol Imp	rovem	ent Pl	an (SIP)	)-Forn
The	2012	2013					
percentag	<u>Cur</u>	Expe					
e of	rent	cted .					
teachers	<u>Level</u>	Level	•				
who	ŀ	-					
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with the							
indicator							
that							
"teachers							
meet on a							
regular							
basis to							
discuss							
their							
students'							
learning,							
share best							
practices,							
problem							
solve and							
develop							
lessons/							
assessmen							
ts that							
improve							
student							
performan ce (under							
Teaching and							
Learning)							
" will							
increase							
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51.1% in							
2012 to							
60% in							
2013.	l						
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,	51	60 %			
	.1	%			
	%				

2012-2013	Scho	ol Imp	rovem	ent Pi	an (SIP)	)-Fori
	1.2	1.2	1.2	1.2	1.2	
	Not	Leaders	Who	"Quick	DI C	
		hip team	WHO	" DI C	Survey	
			Leadershi	inform	motoriala	
					from	
			p team			
		survey		surveys		
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			How	admini	Jony)	
		nine	T 1	stered		
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		determi		the		
			aggregate			
		steps	s the data			
		for PLC		every		
		profes		two		
		sional		months		
		develop		. The		
		ment.		Leader		
				ship		
				Team		
				will		
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				with		
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				PLCs.		
				The		
				data		
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				provide		
				directio		
				n for		
				future		
				PLC		
				training		

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

### **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

Grade Level/ PD Facilitator Subject

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or PLC Leader (e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

**PLCs** 

Plan-Do-Check-Act ModelLeadership Team Leadership Team School-wide

PLCs meet every three weeks Administrator and leadership team

Leadership Team

for Plan-Do-Check-Act PLCs.walk-throughs

All teachers

Subject Area

**PLC Facilitators** 

Leaders

Administrator and leadership attendance

at PLC meetings

PLC Survey data

End of Additional Goal(s)

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

## Reading Florida Alternate Assessment Goals

Alternate Assessment: Students scoring proficient/ satisfactory performance in reading (Levels 4- 9).		See Rea ding Goal 5d	A.1.	A.1.	
Reading Goal A:  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:	2013 Expected Level of Performance			

2012-2013 SCHU	er impid	b.	lan (SIP)-Form S	11 -1 	i	1	<u> </u>
	N/A	N/A					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
	B.1.	В.1.	В.1.	B.1.	В.1.		
Alternate							
Assessment:		See					
Percentage of students making							
Students making Learning Gains in		Rea					
reading.		rtca					
9		ding Goal					
		Goal					
		<b>5</b> d					

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Reading Goal B: 2012 Current 2013 Expected Reading Goal B: evel of Level of Performance: Performance: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%. N/A N/A B.2. B.2. B.2. B.2. B.2. B.3. B.3. B.3. B.3. B.3. NEW Goal(s) For the 2012-2013 School Year Comprehensive English Language Learning Assessment (CELLA) Goals

<b>CELLA Goals</b>	Problem-			
	<b>Solving Process</b>			I
	to Increase			ı
	Language			ı
	Language Acquisition			ı
	_			ı
				1

	ol Improvement Pl	ian (SIP)-rorii S				
Students speak in	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
English and understand						
spoken English at grade level in a manner similar			Who and how will the fidelity be monitored?	How will the evaluation		
to non-ELL students.				tool data be used		
to non ELL students.				to determine the		
G G L	1 1	1 1	1 1	effectiveness of strategy?	1 1	
0.000000	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient/						
satisfactory		See				
performance		DCC				
in Listening/		m				
Speaking.		Reading				
		ELL				
		Goal				
		Ovai				
		EC 1				
		5C.1,				
		5C.2,				
		<b>5C.3</b> and				
		5C.4				
		PC.4				
CELLA Goal #C:	2012 Current Percent of					
	Students Proficient in Listening/Speaking:					
	Listening/Speaking:					
The percentage of						
students scoring						
proficient on the 2013						
Listening/Speaking						
section of the CELLA						
will increase from						
63% to 66%.						

	ol Improvement P	ian (SIP)-Form S	1ľ-1			
	63%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
at grade level text in a	Time parties		Truckly Check	Strategy 2 and oncon	Statement By manuful 1001	
manner similar to non- ELL students.			Who and how will the fidelity be monitored?	How will the evaluation		
				tool data be used to determine the		
D. C414	2.1.	2.1.	2.1	effectiveness of strategy?	2.1.	
D. Students scoring proficient/		2.1.	2.1.	2.1.	2.1.	
satisfactory		Can				
performance in		See				
Reading.		Reading				
		_				
		ELL				
		Goal				
		5C.1,				
		5C.2,				
		5C.3 and				
		5C.4				

	ու լախլուշաբել լ		11 -1			
	27%					
		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.		Strategy	Fidelity Check  Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2012-2013 SCHOO	ol Improvement Pl	ian (SIP)-Form Si	IP-I			
	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring proficient/						
satisfactory						
performance in		See				
Writing.						
		Reading				
		ELL				
		Goal				
		5C.1,				
		5C.2,				
		<b>5C.3</b> and				
		SC.S and				
		5C.4				
		PC.4				
CELLA Goal #E:	2012 Current Percent of					
CELLA Goal #E:	Students Proficient in					
	Writing:					
The percentage of						
students scoring						
proficient on the 2013						
Writing section of the						
CELLA will increase						
from 35% to 38%.						

35					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

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

### Math Florida Alternate Assessment Goals

Based on the analysis	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				How will the evaluation tool data be used to determine the effectiveness of strategy?		
F. Florida	F.1.	F.1.	F.1.	F.1.	F.1.	
Alternate Assessment: Students scoring at in mathematics (Levels 4-9).		See M				
		ath				
		Goal				
		5d				

Mathematics Goal F: Performance Performance Performance										
Mathematics Goal	2012 Current	2013 Expected								
E.	Level of	Level of								
<u>r.</u>	Performance	Performance								
	remainee	r criorinanee								
The percentage of										
students scoring a										
Lavel 4 or higher on										
Level 4 or higher on the 2013 FAA will										
the 2013 FAA will										
maintain or increase										
by 1%.										
0, 1, 0.										
	77/4	D T / A								
	N/A	N/A								
		F.2.	F.2.	F.2.	F.2.	F.2.				
-	<del>                                     </del>	F.3.	F.3.	F.3.	F.3.	F.3.				
	I	г.э.	Г.З.	F.S.	r.3.	F.3.				
	I									
	I									
	I									
	I									
	I									
	I									
	I									
	I									

2012-2013 SCHO	ու ւարւ օ	veinent i	ian (SIP)-Form SIP-	1		
G. Florida	G.1.	G.1.	G.1.	G.1.	G.1.	
Alternate Assessment:		_				
Percentage of		See				
students making						
Learning Gains in mathematics.		M				
mathematics.		ath				
		~ .				
		Goal				
		5d				
		Su				
	2012 G	2012 F				
Mathematics Goal G:	2012 Current Level of	2013 Expected Level of Performance				
<u>o.</u>	Performance:	Performance Performance				
The percentage of						
students making						
learning gains on the 2013 FAA will						
maintain or increase						
by 1%.						

| N/A | N/A | G.2. | G.2. | G.2. | G.3. | G.

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

Science Florida Alternate Assessment Goal

	-Solving Process to Increase Student Achieve ment				
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:	Barrier		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2012-2013 SCHOO	i improv	ement Fia	an (SIP)-Form SIP-I			
J. Florida Alternate	J.1.	J.1.	J.1.	J.1.		
Assessment:						
Students scoring at	-Need to	Strategy	Who	Teacher Level		
proficient in science	provide					
(Levels 4-9)	a school	SWD student	Principal, Site	-Teachers reflect on lesson outcomes		
) i	organizatio	achievement	Administrator, Assistance	and use this knowledge to drive future		
	n structure	improves	Principal	instruction.		
	and	through the				
		effective and		-Teachers use the on-line grading system		
		consistent		data to calculate their students' progress		
		impleme	<u>How</u>	towards their PLC and/or individual		
		ntation of		SMART Goal		
	review of	students'	IEP Progress Reports			
	students'	IEP goals,	reviewed by APC	PLC Level		
	IEPs To	strategies,				
	address	modificat		-Using the individual teacher data, PLCs		
	this barrier,	ions, and		calculate the SMART goal data across all		
		accommodati	i	classes/courses.		
	will put a	ons.				
	system in			PLCs reflect on lesson outcomes and data		
	place for	-Throughout		used to drive future instruction.		
	this school	the school				
	year.	year,		- For each class/course, PLCs chart their		
		teachers		overall progress towards the SMART		
		of SWD		Goal.		
		review				
		students'		<u>Leadership Team Level</u>		
		IEPs to				
		ensure that		-PLC facilitator/ Subject Area Leader/		
		IEPs are		Department Heads shares SMART Goal		
		imple		data with the Problem Solving Leadership		
		mented		Team.		
		consistently				
		and with		-Data is used to drive teacher support and		
		fidelity.		student supplemental instruction.		
		-Teachers				
		(both				
		individually				
		and in PLCs)				
		work to				
		improve				
		upon both				
		individually				
		and				
		collectively,				
		the ability to				

2012-2013 School Improvement Plan (SIP)-Form SIP-1							
		effectively implement IEP/SWD strategies and modifica tions into lessons.					
Science Goal J:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	N/A	N/A					
						J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

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

NEW Writing Florida Alternate Assessment Goal

			(~11) 1 01111 ~11	-		
Writing Goals		-				
	Solving					
	Process					
	to					
	Increase					
	Student					
	Achieve					
	ment					
Based on the analysis		Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
of student achievement						
data, and reference to "Guiding Questions",				How will the evaluation tool data be used to		
identify and define areas	s		fidelity be monitored?	determine the effectiveness of strategy?		
in need of improvement						
for the following group						

			an (SIP)-Form SIP	-1		•	
M. Florida	M.1.	M.1.	M.1.	M.1.	On-going writing prompts		
Alternate					and assessments		
Assessment:	-Need to	<u>Strategy</u>	Who	Teacher Level			
Students scoring	provide						
at 4 or higher in	a school	SWD student	Principal, Site	-Teachers reflect on lesson outcomes			
writing (Lavale 1	organization	achievement	Administrator, Assistance	and use this knowledge to drive future			
9).	structure and	improves	Principal	instruction.			
<b>'</b> '		through the					
		effective and		-Teachers use the on-line grading			
	and on-going	consistent		system data to calculate their students'			
				progress towards their PLC and/or			
		ntation of		individual SMART Goal			
			IEP Progress Reports	DI CI I			
	address this		reviewed by APC	PLC Level			
	barrier, the	strategies,		Halina da la di 11 al carda a lace Di Ca			
	APC will put	modificat		-Using the individual teacher data, PLCs			
	a system in	ions, and		calculate the SMART goal data across			
	place for this	accommodati		all classes/courses.			
	school year.	ons.		-PLCs reflect on lesson outcomes and			
		-Throughout		data used to drive future instruction.			
		the school		data used to drive future instruction.			
		year,		-For each class/course, PLCs chart their			
		teachers		overall progress towards the SMART			
		of SWD		Goal.			
		review		Goai.			
		students'		Leadership Team Level			
		IEPs to		Ecadership Team Eever			
		ensure that		-PLC facilitator/ Subject Area Leader/			
		IEPs are		Department Heads shares SMART			
		imple		Goal data with the Problem Solving			
		mented		Leadership Team.			
		consistently		•			
		and with		-Data is used to drive teacher support			
		fidelity.		and student supplemental instruction.			
		-Teachers					
		(both					
		individually					
		and in PLCs)					
		work to					
	ĺ	improve					
		upon both					
		individually					
		and					
	ĺ	collectively,					
		the ability to					

2012-2013 School Improvement Plan (SIP)-Form SIP-1							
		effectively implement IEP/SWD strategies and modifica tions into lessons.	(227) 202 222				
<u> </u>	Level of	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	N/A	N/A					
						M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define  areas in need of improvement:	Anticipated Barrier			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.	science, ELA and other STEM teachers		lead -Subject Area Leaders	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)

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

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Subject

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

Project-based learning

6-8

PLC Leader SALs

Science, math, ELA and technology teachers PLCs

On-going

oing Administrator walk-throughs

Administration

End of STEM Goal(s)

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

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

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

2012-2013 School Improvement I					
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Sustain the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 1 in 2012-2013.  Increase the student membership from 15 in 2011-2012 to 30 in 2012-2013.		Increase student participation in CTSO competitions/events.	CTE Teachers	Aggregate and analyze the data every quarter to develop next steps	Log of number of CTSO events  Log of number of students who attend CTSO events
	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)

# 2012-2013 School Improvement Plan (SIP)-Form SIP-1 or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of PLC Leader meetings) Establishing or growing a 6-8 CTE Teachers Log of events and attendance CTE Contact Teacher District October, 2012 CTSO.

End of CTE Goal(s)

### Differentiated Accountability

#### School-level Differentiated Accountability (DA) Compliance

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

School		
Differentiated		
Accountability		
Status		
□Priority	Focus	Prevent

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

### **School Advisory Council (SAC)**

SAC Membership Compliance

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

□ Yes No

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

012-2013 School Impro	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			

Describe the use of SAC funds.			
Name and Number of Strategy from the	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
School Improvement Plan		0065.01	0065.01
Reading SIP Strategy/Action Step for #1	School Improvement Coordinator	\$965.21	\$965.21
Reading/Math/Science/Writing/Parent	All Goal Curriculum Areas	\$939.99	\$939.99
Involvement Goal/Attendance Goal/			
Discipline Goal—Action Step 1 for each			
Reading/Math/Science/Writing/Parent	Teacher Grants	\$1,000.00	
Involvement Goal/Attendance Goal/			
Discipline Goal—Action Step 1 for each			
Final Amount Spent			
mai i mount opent			