Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Davidsen Middle School	District Name: Hillsborough County
Principal: Brent McBrien	Superintendent: Mary Ellen Elia
SAC Chair: Amy Miller	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Brent McBrien	EdS. Ed Leadership MS Curriculum BS Elementary Ed	4	12	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: C 72% AYP
Assistant Principal	David Streeter	BS Wildlife Ecology MS Education Leadership Education Leadership (K-12) Biology (6-12) Middle Grades Endorsement Middle Grades Science	7	18	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: A 79% AYP
Assistant Principal	Ann Wilson	MS Education Leadership School Principal(K-12) MG Gen Science (5-9) Middle Grades Endt Physical Education	8	15	11/12: A 75% AYP 10/11: A 79% AYP 09/10: A 74% AYP 08/09: A 79% AYP 07/08: A 79% AYP

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
			Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
Area		Certification(s)	Current School		Lowest 25%), and AMO progress along with the associated
				Instructional Coach	school year)
		BA Arts and Letters ESOL	13	14	11/12: A 75% AYP
Reading	Debbie Tallant	English (6-12) Middle Grades Endorsement			10/11: A 79% AYP
		Reading Endorsement			09/10: A 74% AYP
					08/09: A 79% AYP 07/08: A 79% AYP

Highly Qualified Teachers

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

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

6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

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

Staff Demographics

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

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

To tal Nu	% of Fir	% of Te	% of Te	% of Te	% of Te	% Hi gh	% Re ad	% Na tio	% ES
m ber of In str uc tio nal Sta ff	st- Ye ar Te ach ers	ach ers with 1-5 Yea rs of Exp erie nce	ach ers with 6- 14 Yea rs of Exp erie nce	ach ers with 15+ Yea rs of Exp erie nce	ach ers wi th Ad van ced De gre es	ly Qu alif ied Te ac her s	ing En dor sed Te ach ers	nal Bo ard Ce rtif ied Te ac her s	OL End orse d Tea cher s
68	1% (1)	4% (3)	51 % (35)	43 % (29)	43 % (29)	10 0% (68)	12 % (8)	6% (4)	25 % (17)

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	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
			Activities

Julia Poore Smeyl	Lauren King	ESE Department	Working together to plan lessons, ESE paperwork, meeting guidelines, etc.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A	
Title I, Part C- Migrant	
Title I, Part D	
Title II	
Title III	

Supplemental Academic Instruction (SAI) Violence Prevention Programs Nutrition Programs Housing Programs
Violence Prevention Programs Nutrition Programs
Nutrition Programs
Nutrition Programs
Housing Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other
Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- Brent McBrien Principal
- David Streeter Asst. Principal
- Ann Wilson Asst. Principal
- Sherri Murphy Guidance Counselor
- Juliet Johnson Social Worker
- Lauren Brown School Psychologist
- Luz Legra ELL Representative
- Julia Poore Shmeyl ESE Representative
- Amy Miller SAC Chairman
- Debbie Tallant Reading Coach
- Jeff Rohrbacker Math Subject Area Leader
- Matt Spychala LA Subject Area Leader
- Jackie Amato Science Subject Area Leader
- Grady Miller Social Studies Subject Area Leader
- Tracy Graves Classroom Teacher
- Sue Houston Classroom Teacher

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 MTSS Leadership Team meets every two weeks.

The roles/functions of the MTSS Leadership Team:

- 1. Consult with the student's other teachers to see if they have observed a similar type problem (email, face to face, etc)
- 2. Consult with the student's Guidance Counselor to determine the specific need.
- 3. Guidance Counselor will request Tracy Graves or Sue Houston gather data from cumulative records and current teacher data for this child.
- 4. Graves/Houston will gather the data, prep on the appropriate RTI/MTSS forms, and submit to the Guidance Counselor
- 5. Guidance will then arrange a Problem Solving/PLC team meeting to discuss the data, the current concern, and possible interventions. This team will include: all teachers of the student, Graves/Houston, Guidance, School Psychologist, Social Worker, and ESE rep.
- 6. The team will reconvene after an appropriate amount of time has passed to determine if the interventions were successful or not. If not, the Guidance Counselor will place the child on the RTI/MTSS agenda.
- 7. At the RTI/MTSS meeting, the team will review all data and outcomes. They will then decide if more intervention is needed or if the students should be placed on the Child Study Team agenda [CST] for possible evaluation.

Graves/Houston responsibilities

Meet with School Psychologist to become familiar with the RTI/MTSS forms

Gather data from cumulative folders

Gather current data from all teachers

Know which forms to use and how to prep the data for compare and contrast

Meet with the Problem-Solving/PLC team

Keep in communication with Guidance Counselor regarding cases

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:
 - O 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)
 - o 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.
 - o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

- O Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
 - 1. Does the data show implementation of strategies are resulting in positive student growth?
 - 2. To what extent are we making progress toward the school's SIP goals?
 - 3. If we are making progress, what can we do to sustain what is working?
 - 4. What barriers to implementation are we facing and how will we address them?
 - 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

Core Curriculum (Tier 1)

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

Teachers' common core curriculum assessments on units of	Ed-Line	Individual Teachers/ Team Leaders/ PLC
instruction/big ideas.		Facilitators
	PLC Database	
	PLC logs	
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses (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

Describe the plan to train staff on MTSS.

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

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. The first training took place at a faculty meeting on Tuesday, September 18, 2012. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS. The first training took place at a faculty meeting on Tuesday, September 18, 2012.
- 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:

- Brent McBrien Principal
- David Streeter Assistant Principal for Curriculum
- Debbie Tallant Reading Coach
- Merle Supple Reading Teacher
- Holliane Wright Reading Teacher
- Jesse Hearn Reading Teacher
- Roland Stevens Reading Teacher
- Lynne Swenson Reading Teacher
- Tracy Graves Reading Teacher
- Mary Ann Pothier Media Specialist
- Ciana Worme Language Arts Teacher
- Grady Miller Social Studies Teacher
- Jackie Amato Science Teacher
- Melissa Deguispie Math Teacher
- Debbie Mattox AVID Teacher
- Matt Spychala Language Arts Subject Area Leader

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

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

The Principal, Mr. McBrien is the LLT chairperson. The Reading Coach, Debbie Tallant is a member of the team and provides extensive expertise in data analysis and reading interventions. The Reading Coach and Principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

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

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

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

NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

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

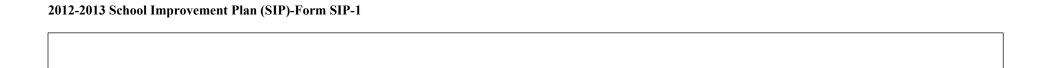
Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

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

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

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where
needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.
Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.
All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive
Reading Plan funds.
*High Schools Only
Note: Required for High School-Sec. 1003.413(g)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?
Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012



PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1. FCAT 2.0: Students	1.1.	1.1.	1.1.	1.1.	1.1.	
scoring proficient in						
reading (Level 3-5).	-Teachers	Common Core	Who	Teacher Level	3x per year	
reading (Ecvero 3).	knowledge	Reading Strategy	,, <u>,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, </u>		<u> </u>	
	base of this	Across all Content	-Brent McBrien-	-Teachers reflect on lesson	- FAIR	
	strategy needs			outcomes and use this		
	professional			knowledge to drive future		
	development.	Reading		instruction.		
	Training for	comprehension				
				-Teachers use the on-line		
	being rolled out			grading system data to	During the Grading	
	in 12-13.	engaged in		calculate their students'	Period_	
				progress towards their PLC		
	-Training all			and/or individual SMART	- Common assessments	
	content area	Teachers need to		Goal	(pre, post, mid, section,	
	teachers	understand how	-Grady Miller-SS SAL		end of unit, intervention	
		to select/identify			checks)	
			-Jackie Amato-SC SAL			
		the amount of informational text		-Using the individual teacher data, PLCs calculate the		
		used in the content		SMART goal data across all		
		curricula, and share		classes/courses.		
		complex texts	-PLC facilitators (listed			
				-PLCs reflect on lesson		
		All content area		outcomes and data used to		
		teachers are		drive future instruction.		
		responsible for				
		implementation.	How_	-For each class/course, PLCs		
		•		chart their overall progress		
			-Reading PLC Logs	towards the SMART Goal.		
			L A DIG			
		Action Steps	-Language Arts PLC	Leadership Team Level		
			Logs			
		Action steps for		-PLC facilitator/ Subject		
		this strategy are		Area Leader/ Department		
		outlined on grade		Heads shares SMART Goal		
		level/content area	-Elective PLC Logs	data with the Leadership		
		PLC action plans.	Licente i De Dogo	Team.		
			-PLCS turn their logs	-Data is used to drive		
			into administration and/	teacher support and student		
				supplemental instruction.		
			instruction is complete.	appromonar monucuon.		
			1			
			-Administration			

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 57% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	57%	60%			

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l	1.2.	1.2.	1.2.	1.2.	1.2.	
	T 1	G	XX71	T 1 T 1		
	-Teachers		Who_	<u> Teacher Level</u>	3x per year	
		Reading Strategy	David MaDaisa Daisasia d	T 1	FAID	
			-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
1		<u>Areas</u>	D :10: 4 AD	lesson outcomes and use		
1	development.		-David Streeter-AP	this knowledge to drive		
1	Training for this	Common Core	D 11: TH + D - 1:	future instruction.		
1	strategy is being	Questions of all types	-Debbie Tallant-Reading	T 1		
1		and levels are	Coach	-Teachers use the on-line	Daine the Cartine Best 1	
		necessary to scaffold	Man Constant A CAL	grading system data to	During the Grading Period	
	Trumming um	students'	-Matt Spychala-LA SAL	calculate their students'	Common consensate (cons	
	content area	understanding of	Co. 1 Millor CC CAI	progress towards the	- Common assessments (pre,	
 	teachers	complex text. Teachers	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
1		need to understand and	Latin Americ CC CAI		intervention checks)	
		use <u>higher-order, text-</u>	-Jackie Amato-SC SAL	Goal		
		dependent questions at	Laff Dahwhaal M.C.A.I	DLC L aval		
1		the word/phrase,	-Jeff Rohrbacker-M SAL	PLC Level		
			DI C facilitatora (lists 1	Haina tha individual		
		1 /	-PLC facilitators (listed	-Using the individual		
 		levels (Webb's,	above)	teacher data, PLCs calculate the SMART		
1		Bloom, Costas).				
		Student reading		goal data across all		
1			How	classes/courses.		
		improves when	110 W	Di Garagia da la		
1		students are required to	Reading PLC Logs	-PLCs reflect on lesson		
		provide evidence to	Reduing FEC Edgs	outcomes and data used to	1	
			-Language Arts PLC Logs	drive future instruction.		
		to text-dependent	Language This i Le Logs	For each alors/server		
	[-Social Studies PLC Logs	-For each class/course,		
	[of students' grappling	Social Studies I Le Logs	PLCs chart their overall		
			-Elective PLC Logs	progress towards the		
	[through well-crafted	Licoure i Le Logo	SMART Goal.		
	[PLCS turn their logs into	Landarshin Toom Lavel		
			administration and/or coach	Leadership Team Level		
	[after a unit of instruction is	-PLC facilitator/		
			complete.	Subject Area Leader/		
		understanding of the	Compiete.			
	[-Administration and coach	Department Heads shares SMART Goal data with		
	[content area teachers	rotate through PLCs looking	biviAK i Goal data With		
		are responsible for				
	[implementation.	tor complex text discussion.	Leadership Team.		
	[-Administration shares the	Data is sound to dain		
	[-Data is used to drive		
			positive outcomes observed	teacher support and		

	student supplemental instruction.	
Action steps for this strategy are outlined on grade level/content area PLC action plans.		

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1.3.	1.3.	1.3.	1.3.	1.3.
-Teachers	Common Core	Who	Teacher Level	3x per year
knowledge base	Reading Strategy	W IIO	reaction bevor	<u>bx pcr year</u>
of this strategy	Across all Content	-Brent McBrien-Principal	-Teachers reflect on	- FAIR
needs professional		Brent Webrien Timespur	lesson outcomes and use	171110
development.	11 0419	-David Streeter-AP	this knowledge to drive	
Training for this	Teachers need to		future instruction.	
strategy is being	understand how to	-Debbie Tallant-Reading		
	design and deliver	Coach	Teachers use the on-line	
	a close reading		grading system data to	During the Grading Period
-Training all	lesson. Student	-Matt Spychala-LA SAL	calculate their students'	
content area	reading comprehension		progress towards the	- Common assessments (pre,
teachers	improves when	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,
	students are engaged		individual/PLC SMART	intervention checks)
	in close reading	-Jackie Amato-SC SAL	Goal.	
	instruction using			
		-Jeff Rohrbacker-M SAL	PLC Level	
	close reading strategies			
	include: 1) multiple	-PLC facilitators (listed	-Using the individual	
		above)	teacher data, PLCs	
	2) asking higher-		calculate the SMART	
	order, text-dependent		goal data across all	
	questions, 3) writing	How_	classes/courses.	
	in response to reading	<u> </u>	DI Com Classica Isaaca	
	and 4) engaging	-Reading Logs	-PLCs reflect on lesson	
	in text-based class discussion. All content	110001115 11050	outcomes and data used to drive future instruction.	
	area teachers are	-Language Arts Logs	urive future instruction.	
	responsible for		- For each class/course,	
	implementation.	-Social Studies Logs	PLCs chart their overall	
	impicincination.		progress towards the	
		-Elective Logs	SMART Goal.	
			[
	Action Steps	-PLCS turn their logs into	Leadership Team Level	
		administration and/or coach	*	
	Action steps for this	after a unit of instruction is	-PLC facilitator/	
	strategy are outlined on	complete.	Subject Area Leader/	
	grade level/content area		Department Heads shares	
	PLC action plans.	-PLCs receive feedback on	SMART Goal data with	
		their logs.	the Problem Solving	
			Leadership Team.	
		Administration shares the		
		positive outcomes observed	-Data is used to drive	
		in PLC meetings on a	teacher support and	

				nonthly basis. -Reading Coach observations and walk- throughs -Administrative walk- throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk- through data school- wide and shares with staff the progress of strategy implementation.	student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in reading.	-Teachers	Common Core	Who	Teacher Level	3x per year	
Ec very 1 of c in remaining.	knowledge	Reading Strategy				
	base of this	Across all Content	-Brent McBrien-	-Teachers reflect on lesson	- FAIR	
	strategy needs	Areas	Principal	outcomes and use this		
	professional			knowledge to drive future		
	development.	Reading	-David Streeter-AP	instruction.		
	Training for	comprehension				
				-Teachers use the on-line		
	being rolled out				During the Grading	
	in 12-13.	engaged in			Period_	
				progress towards their PLC		
	-Training all			and/or individual SMART	- Common assessments	
	content area	Teachers need to			(pre, post, mid, section,	
	teachers	understand how	-Grady Miller-SS SAL		end of unit, intervention	
		to select/identify		PLC Level	checks)	
			-Jackie Amato-SC SAL	Liging the individual teacher		
		the amount of informational text		-Using the individual teacher data, PLCs calculate the		
		used in the content		SMART goal data across all		
		curricula, and share		classes/courses.		
		complex texts	-PLC facilitators (listed			
				-PLCs reflect on lesson		
		All content area		outcomes and data used to		
		teachers are		drive future instruction.		
		responsible for				
		implementation.	<u>How</u>	-For each class/course, PLCs		
				chart their overall progress		
			-Reading PLC Logs	towards the SMART Goal.		
			I A DI C			
		Action Steps	-Language Arts PLC	Leadership Team Level		
			Logs	DT G G . 111		
		Action steps for		-PLC facilitator/ Subject		
		this strategy are		Area Leader/ Department		
		outlined on grade level/content area		Heads shares SMART Goal		
		PLC action plans.	-Elective PLC Logs	data with the Leadership Team.		
		i Le action pians.		ı caiii.		
			-PLCS turn their logs	-Data is used to drive		
			into administration and/	teacher support and student		
				supplemental instruction.		
			instruction is complete.			
			-Administration			

	31%	34%			
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 31% to 34%.					
Reading Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
			-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		
			and coach rotate through PLCs looking for complex text discussion.		

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2.2.	2.2.	2.2.	2.2.	2.2.	
1 2.2.	4 .4.	۷.2.	۷.۷.	L.L.	
		L.,,			
-Teachers	Common Core	<u>Who</u>	Teacher Level	3x per year	
knowledge b		D (MD: D: 1	T. 1 (1	EATD	
of this strates		-Brent McBrien-Principal	Teachers reflect on	- FAIR	
needs profess	ional Areas		lesson outcomes and use		
development		-David Streeter-AP	this knowledge to drive		
Training for			future instruction.		
strategy is be		-Debbie Tallant-Reading	l.,		
rolled out in	and levels are	Coach	Teachers use the on-line		
	necessary to scaffold	1111111	grading system data to	During the Grading Period	
-Training all	students'	-Matt Spychala-LA SAL	calculate their students'		
content area	understanding of		progress towards the	- Common assessments (pre,	
teachers	complex text. Teachers	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
	need to understand and		individual/PLC SMART	intervention checks)	
	use <u>higher-order</u> , text-	-Jackie Amato-SC SAL	Goal		
	dependent questions at	L CCD 1 1 1 M C 1	DI CI I		
	the word/phrase,	-Jeff Rohrbacker-M SAL	PLC Level		
	sentence, and	DI C C dilitara di tata	TT.:		
	paragraph/passage	PLC facilitators (listed	-Using the individual		
	levels (Webb's,	above)	teacher data, PLCs		
	Bloom, Costas).		calculate the SMART		
	Student reading		goal data across all		
	comprehension	How	classes/courses.		
	improves when	110W	DIG G . 1		
	students are required to	Reading PLC Logs	-PLCs reflect on lesson		
	provide evidence to	reading I Le Logs	outcomes and data used to		
	support their answers	-Language Arts PLC Logs	drive future instruction.		
	to text-dependent	Language Aits FLC Logs	F 1 1 /		
		-Social Studies PLC Logs	For each class/course,		
	of students' grappling	-Social Studies FLC Logs	PLCs chart their overall		
	with complex text	-Elective PLC Logs	progress towards the		
	through well-crafted	Licenve i Le Logs	SMART Goal.		
	text-dependent	-PLCS turn their logs into	I and ambin Trans. I . 1		
	question assists	administration and/or coach	Leadership Team Level		
		after a unit of instruction is	DI C fo cilitatan/		
	and achieving deeper	complete.	-PLC facilitator/		
	understanding of the	Complete.	Subject Area Leader/		
		-Administration and coach	Department Heads shares		
	content area teachers	rotate through PLCs looking	SMART Goal data with		
	are responsible for				
	implementation.	to complex text discussion.	Leadership Team.		
	<u>impicinentation</u> .	-Administration shares the	Data in and to 1.		
		positive outcomes observed	-Data is used to drive		
		positive outcomes observed	teacher support and		

	student supplemental instruction.	
Action steps for this strategy are outlined on grade level/content area PLC action plans.		

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2.3.	2.3.	2.3.	2.3.	2.3.	
		2 .5.	5		
-Teachers	Common Core	Who	Teacher Level	2v nor your	
	Reading Strategy	VV IIU	1 Cachel Level	3x per year	
of this strategy		-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
	Areas an Content	-Brent Webrien-Frincipal	lesson outcomes and use	TAIK	
development.		-David Streeter-AP	this knowledge to drive		
	Teachers need to	-Bavid Streeter-Ai	future instruction.		
		-Debbie Tallant-Reading	ruture mstruction.		
		Coach	Teachers use the on-line		
	a close reading	Couch	grading system data to	During the Grading Period	
		-Matt Spychala-LA SAL	calculate their students'	Samg me Craamg 1 trica	
	reading comprehension		progress towards the	- Common assessments (pre,	
		-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
	students are engaged	,		intervention checks)	
		-Jackie Amato-SC SAL	Goal.	ĺ l	
	instruction using				
		-Jeff Rohrbacker-M SAL	PLC Level		
	close reading strategies				
		-PLC facilitators (listed	-Using the individual		
		above)	teacher data, PLCs		
	asking higher-		calculate the SMART		
	order, text-dependent		goal data across all		
	questions, 3) writing		classes/courses.		
		<u>How</u>			
	and 4) engaging	D. H. T.	-PLCs reflect on lesson		
	iii teiit cabea eiabb	-Reading Logs	outcomes and data used to		
	discussion. All content	-Language Arts Logs	drive future instruction.		
	area teachers are	-Language Arts Logs	D 1.1./		
	responsible for	-Social Studies Logs	- For each class/course,		
	implementation.	rootiai oiuuita Luga	PLCs chart their overall		
		-Elective Logs	progress towards the SMART Goal.		
		Diocaro Dogo	DIVIAKT GOAL		
	Action Steps_	-PLCS turn their logs into	Leadership Team Level		
		administration and/or coach	Leadership realli Level		
		after a unit of instruction is	-PLC facilitator/		
	strategy are outlined on		Subject Area Leader/		
	grade level/content area		Department Heads shares		
	PLC action plans.		SMART Goal data with		
		their logs.	the Problem Solving		
		-	Leadership Team.		
		Administration shares the	F		
		positive outcomes observed	-Data is used to drive		
		in PLC meetings on a	teacher support and		

				monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data schoolwide and shares with staff the progress of strategy implementation.	student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.		
students making Learning							
Gains in reading.	-Teachers	Common Core	Who	Teacher Level	3x per year		
	knowledge	Reading Strategy	77.110	Teacher Bever	<u> </u>		
	base of this	Across all Content	-Brent McBrien-	-Teachers reflect on lesson	- FAIR		
		Areas	Principal	outcomes and use this			
	professional			knowledge to drive future			
	development.	Reading		instruction.			
	Training for	comprehension					
		improves when	-Debbie Tallant-	-Teachers use the on-line			
	being rolled out				During the Grading		
	in 12-13.	engaged in			<u>Period</u>		
		grappling with		progress towards their PLC			
	-Training all	complex text.		and/or individual SMART	- Common assessments		
	content area	Teachers need to			(pre, post, mid, section,		
	teachers	understand how	-Grady Miller-SS SAL		end of unit, intervention		
		to select/identify			checks)		
			-Jackie Amato-SC SAL				
		the amount of informational text		-Using the individual teacher data, PLCs calculate the			
		used in the content		SMART goal data across all			
		curricula, and share		classes/courses.			
		complex texts	-PLC facilitators (listed				
				-PLCs reflect on lesson			
		All content area		outcomes and data used to			
		teachers are		drive future instruction.			
		responsible for					
		implementation.	<u>How</u>	-For each class/course, PLCs			
				chart their overall progress			
			-Reading PLC Logs	towards the SMART Goal.			
			Language Agts DLC				
		Action Steps	-Language Arts PLC	Leadership Team Level			
			Logs	Processing Addition			
		Action steps for		-PLC facilitator/ Subject			
		this strategy are	L.	Area Leader/ Department			
		outlined on grade level/content area	_	Heads shares SMART Goal data with the Leadership			
		PLC action plans.	DI CI	Team.			
		Le action plans.		1 Caill.		1	
			-PLCS turn their logs	-Data is used to drive		1	
			into administration and/	teacher support and student		1	
			or coach after a unit of	supplemental instruction.		1	
			instruction is complete.] ^^		1	
						1	
			-Administration				

	Points	Points			
	63	66			
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.	Performance:*	2013 Expected Level of Performance.*			
Reading Goal #3:	2012 Current		and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		

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	3.2.	3.2.	3.2.	3.2.	3.2.	
1	0.2.	J. 2.	J.2.	0.2.	5.2.	
1	T. 1		N 71		<u>L</u>	
1	-Teachers	Common Core	Who_	Teacher Level	3x per year	
	knowledge bas	Reading Strategy	David M. Daiva Daivaia d	To a diament Classica	EAID	
	of this strategy	Across all Content	-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
	needs profession	nal <u>Areas</u>	D :1Gt t AB	lesson outcomes and use		
	development.	G G	-David Streeter-AP	this knowledge to drive		
	Training for th		D 11: T 11 + D 1:	future instruction.		
	strategy is being		-Debbie Tallant-Reading	T 1		
	rolled out in 12	and levels are	Coach	-Teachers use the on-line	Descriptor that Consider a Dania d	
	Turinius 11	necessary to scaffold	Matt Constant A CAL	grading system data to	During the Grading Period	
	-Training all	students'	-Matt Spychala-LA SAL	calculate their students'	Common consents (mm	
	content area	understanding of	Co. 1 Millor CC CAI	progress towards the	- Common assessments (pre,	
1	teachers	complex text. Teachers	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
		need to understand and		individual/PLC SMART	intervention checks)	
		use <u>higher-order</u> , text-	-Jackie Amato-SC SAL	Goal		
		dependent questions at	Leff Dehrhaeler M.C.A.I	DI C I avial	j l	
		the word/phrase,	-Jeff Rohrbacker-M SAL	PLC Level		
1		sentence, and	DI C facilitatora (listad	Haina tha individual		
1		paragraph/passage	-PLC facilitators (listed	-Using the individual teacher data, PLCs		
		levels (Webb's,	above)	calculate the SMART		
		Bloom, Costas).		goal data across all	j l	
		Student reading			j l	
1		comprehension	How_	classes/courses.		
1		improves when	<u> </u>	-PLCs reflect on lesson		
		students are required to	Reading PLC Logs	outcomes and data used to		
1		provide evidence to		drive future instruction.	1	
1		support their answers	-Language Arts PLC Logs	urive future instruction.	j	
1		to text-dependent		-For each class/course,		
1			-Social Studies PLC Logs	PLCs chart their overall	j	
1		of students' grappling	l station in the bogs	progress towards the		
1		with complex text	-Elective PLC Logs	SMART Goal.		
1		through well-crafted	1	DIVIAICI GUAI.	j l	
1		text-dependent	-PLCS turn their logs into	Leadership Team Level	j l	
1		question assists	administration and/or coach	Leadership ream Level		
			after a unit of instruction is	-PLC facilitator/		
		and achieving deeper	complete.	Subject Area Leader/	j	
		understanding of the	F	Department Heads shares		
		author's meaning. All	-Administration and coach	SMART Goal data with		
		content area teachers	rotate through PLCs looking	the Problem Solving	j l	
		are responsible for		Leadership Team.		
		implementation.		Leadership ream.	j l	
			-Administration shares the	-Data is used to drive	j	
1			positive outcomes observed	teacher support and		
			<u>r</u>	reaction support and		

Acti		student supplemental instruction.	
Action Strate	tion steps for this ategy are outlined on de level/content area C action plans.		

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B.3. B	3.3.	3.3.	3.3.	3.3.	
[] [] [] [] [] [] [] []	,	o.o.	1		
-Teachers C	Common Core	Who	Teacher Level	2v por voor	
	Reading Strategy	VV IIU	I CACHEL LEVEL	3x per year	
of this strategy		-Brent McBrien-Principal	Teachers reflect on	- FAIR	
	Areas	-Brent Webrien-Frincipal	lesson outcomes and use	TAIK	
development.		-David Streeter-AP	this knowledge to drive		
	Teachers need to	-Bavid Streeter-Ai	future instruction.		
		-Debbie Tallant-Reading	ruture mstruction.		
		Coach	Teachers use the on-line		
	close reading		grading system data to	During the Grading Period	
		-Matt Spychala-LA SAL	calculate their students'	Same me craame remea	
	reading comprehension		progress towards the	- Common assessments (pre,	
		-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
	students are engaged	,		intervention checks)	
		-Jackie Amato-SC SAL	Goal.	,	
	nstruction using				
		-Jeff Rohrbacker-M SAL	PLC Level		
l k	close reading strategies				
		-PLC facilitators (listed	-Using the individual		
		above)	teacher data, PLCs		
	2) asking higher-		calculate the SMART		
	order, text-dependent		goal data across all		
	questions, 3) writing		classes/courses.		
		<u>How</u>			
	and 4) engaging	D. H. T.	-PLCs reflect on lesson		
	ii teiit oubeu eiubb	-Reading Logs	outcomes and data used to		
	discussion. All content	Languaga Arta Laga	drive future instruction.		
	rea teachers are	-Language Arts Logs			
	esponsible for	-Social Studies Logs	- For each class/course,		
	mplementation.	rootiai oiuuita Luga	PLCs chart their overall		
		-Elective Logs	progress towards the SMART Goal.		
		Diocaro Dogo	DIVIAKT GOAL		
]	Action Steps	-PLCS turn their logs into	Leadership Team Level		
		administration and/or coach	Leadership reall Level		
		after a unit of instruction is	-PLC facilitator/		
	strategy are outlined on		Subject Area Leader/		
	grade level/content area		Department Heads shares		
	PLC action plans.		SMART Goal data with		
] [= 2 prants.	their logs.	the Problem Solving		
		-	Leadership Team.		
		Administration shares the	r		
		positive outcomes observed	-Data is used to drive		
1 1 1		in PLC meetings on a	teacher support and		

				monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data schoolwide and shares with staff the progress of strategy implementation.	student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
I .	7.1.	7.1.	T.1.	[π.1.	
students in Lowest 25%	T 1	G G	****			
making learning gains in	-Teachers		<u>Who</u>	<u> Teacher Level</u>	3x per year	
reading.	knowledge	Reading Strategy Across all Content	Danat MaDaian	T	- FAIR	
	base of this		Ŧ	-Teachers reflect on lesson	FAIR	
	strategy needs professional	<u>Areas</u>		outcomes and use this knowledge to drive future		
		Reading		instruction.		
	Training for	comprehension	-David Streeter-Ar	mstruction.		
		improves when	-Debbie Tallant-	-Teachers use the on-line		
	being rolled out			grading system data to	During the Grading	
	in 12-13.	engaged in		calculate their students'	Period_	
	111 12 13.	grappling with		progress towards their PLC	T CITICAL	
	-Training all	complex text.		and/or individual SMART	- Common assessments	
	content area	Teachers need to		Goal	(pre, post, mid, section,	
	teachers	understand how	-Grady Miller-SS SAL	_	end of unit, intervention	
		to select/identify		PLC Level	checks)	
		complex text, shift	-Jackie Amato-SC SAL			
		the amount of		-Using the individual teacher		
		informational text		data, PLCs calculate the		
		used in the content		SMART goal data across all		
		curricula, and share		classes/courses.		
		complex texts	-PLC facilitators (listed			
				-PLCs reflect on lesson		
		All content area		outcomes and data used to		
		teachers are		drive future instruction.		
		responsible for implementation.	How_	For soch along/source DL Co		
		implementation.		-For each class/course, PLCs chart their overall progress		
				towards the SMART Goal.		
				towards the SMART Goal.		
		Action Steps	-Language Arts PLC	Leadership Team Level		
		retion steps	Logs	Beadership Team Dever		
		Action steps for		-PLC facilitator/ Subject		
		this strategy are	-Social Studies PLC	Area Leader/ Department		
		outlined on grade	Logs	Heads shares SMART Goal		
		level/content area		data with the Leadership		
		PLC action plans.	-Elective PLC Logs	Теат.		
		1	Dr. 00			
			-PLCS turn their logs	-Data is used to drive		
			into administration and/	teacher support and student		
			or coach after a unit of	supplemental instruction.		
			instruction is complete.			
			Administration			
			-Administration			

	Points	Daireta			
	61	64			
from 61 points to 64 points.					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase	Performance:*				
Reading Goal #4:	2012 Current Level of	2013 Expected Level of Performance:*			
			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		

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4.2.	4.2.	4.2.	4.2.	4.2.	$\overline{}$
	1.2.	1.2.	1.2.		
-Teachers	Common Core	Who	Teacher Level	3x per year	
	Reading Strategy	W IIO	reaction Level	<u>ox per year</u>	
of this strategy		-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
	Areas_	-Brent Webrien-1 Thielpar	lesson outcomes and use	THIC	
development.		-David Streeter-AP	this knowledge to drive		
Training for this	Common Core	-David Streeter-711	future instruction.		
strategy is being	common core	-Debbie Tallant-Reading	ruture mstruction.		
rolled out in 12-13.	Questions of all types	Coach	Teachers use the on-line		
	and levels are		grading system data to	During the Grading Period	
-Training all	necessary to scaffold	-Matt Spychala-LA SAL	calculate their students'	gg	
content area	students'		progress towards the	- Common assessments (pre,	
teachers	understanding of	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
	complex text. Teachers	l		intervention checks)	
	need to understand and	-Jackie Amato-SC SAL	Goal	, in the second	
	use <u>higher-order, text-</u>				
	dependent questions at	-Jeff Rohrbacker-M SAL	PLC Level		
	the word/phrase,				
	sentence, and	-PLC facilitators (listed	-Using the individual		
	paragraph/passage	above)	teacher data, PLCs		
	levels (Webb's,		calculate the SMART		
	Bloom, Costas).		goal data across all		
	Student reading	TI ave	classes/courses.		
	comprehension improves when	<u>How</u>			
	students are required to	Panding DLC Logs	-PLCs reflect on lesson		
	provide evidence to	-Reading FLC Logs	outcomes and data used to		
	μ.	-Language Arts PLC Logs	drive future instruction.		
	to text-dependent	Language Arts I LC Lugs	Fan and alam/ans		
		-Social Studies PLC Logs	-For each class/course, PLCs chart their overall		
	of students' grappling	Social Studies I Le Logs	progress towards the		
		-Elective PLC Logs	SMART Goal.		
	through well-crafted		DIVIAICI QUAI.		
		-PLCS turn their logs into	Leadership Team Level		
		administration and/or coach	Leadership Team Level		
		after a unit of instruction is	-PLC facilitator/		
		complete.	Subject Area Leader/		
	understanding of the	_	Department Heads shares		
	author's meaning. All	-Administration and coach	SMART Goal data with		
	content area teachers	rotate through PLCs looking	the Problem Solving		
	are responsible for		Leadership Team.		
	implementation.				
		-Administration shares the	-Data is used to drive		
		positive outcomes observed	teacher support and		

	student supplemental instruction.	
Action steps for this strategy are outlined on grade level/content area PLC action plans.		

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4.3.	4.3.	4.3.	4.3.	4.3.	
-Teachers	Common Core	Who	Teacher Level	3x per year	
knowledge					
of this strate	gy Across all Content	-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
needs profe		1	lesson outcomes and use		
developmen		-David Streeter-AP	this knowledge to drive		
Training for			future instruction.		
strategy is t		-Debbie Tallant-Reading			
rolled out in		Coach	-Teachers use the on-line		
	a close reading		grading system data to	During the Grading Period	
-Training al		-Matt Spychala-LA SAL	calculate their students'		
content area	<i>C</i> 1		progress towards the	- Common assessments (pre,	
teachers	improves when	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
	students are engaged	Latin Americ CC CAT	individual/PLC SMART	intervention checks)	
	in close reading instruction using	-Jackie Amato-SC SAL	Goal.		
		-Jeff Rohrbacker-M SAL	PLC Level		
	close reading strategies		I LC LCVCI		
	include: 1) multiple	PLC facilitators (listed	Using the individual		
	readings of a passage	above)	teacher data, PLCs		
	2) asking higher-	[,	calculate the SMART		
	order, text-dependent		goal data across all		
	questions, 3) writing		classes/courses.		
	in response to reading	<u>How</u>			
	and 4) engaging	L	-PLCs reflect on lesson		
	in text-based class	-Reading Logs	outcomes and data used to		
	discussion. All conten	<u>t</u>	drive future instruction.		
	area teachers are	-Language Arts Logs			
	responsible for	-Social Studies Logs	- For each class/course,		
	implementation.	-Social Studies Logs	PLCs chart their overall		
		-Elective Logs	progress towards the		
		Liverive Logs	SMART Goal.		
	Action Steps	-PLCS turn their logs into	Leadership Team Level		
	Action Steps	administration and/or coach	Leadership Team Level		
	Action steps for this	after a unit of instruction is	PLC facilitator/		
	strategy are outlined or	complete.	Subject Area Leader/		
	grade level/content are	a	Department Heads shares		
	PLC action plans.	-PLCs receive feedback on	SMART Goal data with		
	1 '	their logs.	the Problem Solving		
	1	1.	Leadership Team.		
		Administration shares the			
	1	positive outcomes observed	-Data is used to drive		
		in PLC meetings on a	teacher support and		

					student supplemental		
				-Reading Coach	instruction.		
				observations and walk-			
				throughs			
				-Administrative walk-			
				throughs looking for			
				implementation of			
				strategy with fidelity and consistency.			
				-Administrator and Reading			
				Coach aggregate the walk- through data school-			
				wide and shares with staff			
				the progress of strategy			
				implementation.			
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify	Barrier						
and define areas in need of			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the			
improvement for the following subgroup:			indenty of momentum.	effectiveness of strategy?			
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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%.							
Reading Goal #5:			 				
icading Goai #3.							

satisfactory progress in	White:73%	See Goals 1,3,&4	5A.1.	5A.1.	5A.1.	
	Asian:68%					
	American Indian:N/A					

Reading Goal #5A:	2012 Current	2013 Expected Level			
	Level of Performance:*	of Performance:*			
The percentage of Hispanic					
students scoring proficient/ satisfactory on the 2013 FCAT					
satisfactory on the 2013 FCAT Reading will increase from 44% to 50 %.					
50 %.					
The percentage of White students					
scoring proficient/satisfactory on the 2013 FCAT Reading will					
increase from 73% to 76 %.					
The percentage of Asian students					
scoring proficient/satisfactory on the 2013 FCAT Reading will					
on the 2013 FCAT Reading will increase from 68% to 71%.					
	White:73%	White:76%			
	Black:48%	Black:51%			
	Hispanic:44%	Hispanic:50%			
	Asian:68%	Asian:71%			
	American	American			
	Indian:N/A	Indian:N/A			

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

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5B. Economically	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
	DB.11.	DB.1.	Б.1.		DB.11.	
Disadvantaged students	-Teachers	C C	XX/1	Tanahan Lawal)	
not making satisfactory			<u>Who</u>	<u> Teacher Level</u>	3x per year	
progress in reading.	knowledge base of this	Reading Strategy Across all Content	Drant MaDrian	-Teachers reflect on lesson	- FAIR	
		Across an Content Areas	Ŧ	outcomes and use this	FAIR	
	professional	Aleas	Fillicipai	knowledge to drive future		
		Reading	-David Streeter-AP	instruction.		
	Training for	comprehension	David Succici-Ai	instruction.		
		improves when	-Debbie Tallant-	-Teachers use the on-line		
	being rolled out				During the Grading	
	in 12-13.	engaged in	recuaming coucin		Period Period	
	11 12 13.	grappling with	-Matt Spychala-LA	progress towards their PLC	refred	
	-Training all	complex text.		and/or individual SMART	- Common assessments	
	content area	Teachers need to		Goal	(pre, post, mid, section,	
	teachers	understand how	-Grady Miller-SS SAL		end of unit, intervention	
		to select/identify			checks)	
		complex text, shift	-Jackie Amato-SC SAL			
		the amount of		-Using the individual teacher	1	
				data, PLCs calculate the		
		used in the content		SMART goal data across all		
		curricula, and share		classes/courses.		
		complex texts	-PLC facilitators (listed			
		with all students.	,	-PLCs reflect on lesson		
		All content area		outcomes and data used to		
		teachers are		drive future instruction.		
		responsible for implementation.	How	-For each class/course, PLCs		
		implementation.	110 11	chart their overall progress		
			-Reading PLC Logs	towards the SMART Goal.		
				towards the Sivizare Goar.		
		Action Steps	-Language Arts PLC	Leadership Team Level		
		rection Steps	Logs	Beadership Team Bever		
		Action steps for		-PLC facilitator/ Subject		
		this strategy are	-Social Studies PLC	Area Leader/ Department		
		outlined on grade	Logs	Heads shares SMART Goal		
		level/content area		data with the Leadership		
		PLC action plans.	-Elective PLC Logs	Геат.		
			DI CC 4 4 1 1			
			-PLCS turn their logs	-Data is used to drive		
			into administration and/ or coach after a unit of	teacher support and student		
			instruction is complete.	supplemental instruction.		
			msu ucuon is compiete.			
			-Administration			

	42%	48%			
42% to 48%.					
The percentage of Economically Disadvantages students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from	2012 Current Level of Performance:*	2013 Expected Level of Performance.*			
			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		

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	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	T. 1		***			
	-Teachers knowledge base	Common Core Reading Strategy	Who_	Teacher Level	3x per year	
	of this strategy	Across all Content	-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
	needs professional	Areas	-Brent Webrien-1 Thicipar	lesson outcomes and use	- 1 / HIC	
	development.	i i cus	-David Streeter-AP	this knowledge to drive		
	Training for this	Common Core		future instruction.		
	strategy is being		-Debbie Tallant-Reading			
	rolled out in 12-13.	Questions of all types	Coach	-Teachers use the on-line		
		and levels are		grading system data to	During the Grading Period	
	-Training all	necessary to scaffold	-Matt Spychala-LA SAL	calculate their students'		
	content area	students'		progress towards the	- Common assessments (pre,	
	teachers	understanding of complex text. Teachers	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
		need to understand and		individual/PLC SMART	intervention checks)	
		use <u>higher-order</u> , text-	-Jackie Amato-SC SAL	Goal		
		dependent questions at	-Jeff Rohrbacker-M SAL	PLC Level		
		the word/phrase,	FJEII KOIII DACKEI-IVI SAL	I LC Level		
		sentence, and	-PLC facilitators (listed	-Using the individual		
		paragraph/passage	above)	teacher data, PLCs		
		levels (Webb's,		calculate the SMART		
		Bloom, Costas).		goal data across all		
		Student reading		classes/courses.		
			<u>How</u>			
		improves when	D I DICI	-PLCs reflect on lesson		
		students are required to provide evidence to	-Reading PLC Logs	outcomes and data used to		
			-Language Arts PLC Logs	drive future instruction.		
		to text-dependent	Language Arts FLC Logs	F 1 1 /		
			-Social Studies PLC Logs	-For each class/course,		
]		of students' grappling	Section Studies 1 Le Logs	PLCs chart their overall progress towards the		
			-Elective PLC Logs	SMART Goal.		
]		through well-crafted	1	Diministra Gouri.		
			-PLCS turn their logs into	Leadership Team Level		
			administration and/or coach			
			after a unit of instruction is	-PLC facilitator/		
			complete.	Subject Area Leader/		
		understanding of the	A dii	Department Heads shares		
		author's meaning. All	-Administration and coach	SMART Goal data with		
		are responsible for	rotate through PLCs looking for complex text discussion.			
]		implementation.	nor complex text discussion.	Leadership Team.		
]		ingrementation.	-Administration shares the	-Data is used to drive		
			positive outcomes observed	teacher support and		
		l .	r same outcomes soberved	reacher support and		

	A		student supplemental instruction.	
	s g	Action steps for this strategy are outlined on grade level/content area PLC action plans.		

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-Teachers Common Core Who Teacher Level 3x per year	
knowledge base Reading Strategy	
of this strategy Across all Content Brent McBrien-Principal -Teachers reflect on - FAIR	
needs professional Areas lesson outcomes and use	
development David Streeter-AP this knowledge to drive	
Training for this Teachers need to future instruction.	
strategy is being understand how to -Debbie Tallant-Reading rolled out in 12-13, design and deliver Coach -Teachers use the on-line	
rolled out in 12-13. design and deliver a close reading Coach Teachers use the on-line grading system data to During the Grading Period	
-Training all lesson. Student -Matt Spychala-LA SAL calculate their students'	
content area reading comprehension progress towards the - Common assessments (pre,	
teachers improves when Grady Miller-SS SAL development of their post, mid, section, end of unit,	
students are engaged individual/PLC SMART intervention checks)	
in close reading -Jackie Amato-SC SAL Goal.	
instruction using	
complex text. Specific -Jeff Rohrbacker-M SAL PLC Level	
close reading strategies	
include: 1) multiple PLC facilitators (listed Using the individual	
readings of a passage above) teacher data, PLCs	
2) asking higher- calculate the SMART	
order, text-dependent goal data across all	
questions, 3) writing classes/courses.	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
and 4) engaging -PLCs reflect on lesson in text-based class -Reading Logs outcomes and data used to	
discussion. All content drive future instruction.	
area teachers are -Language Arts Logs	
responsible for - For each class/course.	
implementationSocial Studies Logs PLCs chart their overall	
progress towards the	
-Elective Logs SMART Goal.	
Action Steps -PLCS turn their logs into Leadership Team Level	
administration and/or coach	
Action steps for this after a unit of instruction is PLC facilitator/	
strategy are outlined on complete. Subject Area Leader/	
grade level/content area PLC action plans. PLCs receive feedback on PLCs receive feedback on	
their logs. SMART Goal data with the Problem Solving	
Leadership Team.	
Administration shares the	
positive outcomes observed Data is used to drive	
in PLC meetings on a teacher support and	

			monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data schoolwide and shares with staff the progress of strategy implementation.	student supplemental instruction.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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CO E P. L.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
5C. English Language	BC.1.	BC.1.	DC.1.	BC.1.	BC.1.	
Learners (ELL) not	l		L.,	L	L	
making satisfactory	-Teachers		<u>Who</u>	Teacher Level	3x per year	
progress in reading.	knowledge	Reading Strategy		l	7.475	
	base of this	Across all Content		-Teachers reflect on lesson	- FAIR	
	strategy needs	<u>Areas</u>		outcomes and use this		
	professional	D 11		knowledge to drive future		
		Reading	-David Streeter-AP	instruction.		
	Training for	comprehension	-Debbie Tallant-	Tanahamana dha an lina		
	being rolled out	improves when		-Teachers use the on-line	Daning the Cooding	
	in 12-13.	engaged in		grading system data to calculate their students'	During the Grading Period	
	ın 12-13.	grappling with		progress towards their PLC	<u>Period</u>	
	-Training all	complex text.		and/or individual SMART	- Common assessments	
	content area	Teachers need to		Goal	(pre, post, mid, section,	
	teachers	understand how	-Grady Miller-SS SAL	Jour	end of unit, intervention	
	teachers	to select/identify		PLC Level	checks)	
			-Jackie Amato-SC SAL		checks)	
		the amount of		Using the individual teacher	4	
				data, PLCs calculate the		
		used in the content		SMART goal data across all		
		curricula, and share		classes/courses.		
		complex texts	PLC facilitators (listed			
				-PLCs reflect on lesson		
		All content area		outcomes and data used to		
		teachers are		drive future instruction.		
		responsible for				
		implementation.	<u>How</u>	-For each class/course, PLCs	3	
			D II DIGI	chart their overall progress		
			-Reading PLC Logs	towards the SMART Goal.		
			I an arrange Anta DI C			
		Action Steps	-Language Arts PLC	Leadership Team Level		
			Logs	.		
		Action steps for	-Social Studies PLC	-PLC facilitator/ Subject		
		this strategy are	L	Area Leader/ Department		
		outlined on grade	~	Heads shares SMART Goal		
		level/content area	-Elective PLC Logs	data with the Leadership		
		PLC action plans.	Littaro I Ec Eogs	Team.		
			-PLCS turn their logs	-Data is used to drive		
			into administration and/	teacher support and student		
			or coach after a unit of	supplemental instruction.		
			instruction is complete.	T-F		
			-Administration			

			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of English Language Learner students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 18% to 26%.					
	18%	26%			

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	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
	56.2.	JC.2.		JC.2.	50.2.	
	-Teachers	Common Coro	Who	Teacher Level	21. man 1.201	
		Common Core Reading Strategy	Who_	Teacher Level	3x per year	
	of this strategy	Across all Content	-Brent McBrien-Principal	-Teachers reflect on	- FAIR	
		Areas	-Brent McBrien-Frincipal	lesson outcomes and use	FAIK	
	development.	Areas	-David Streeter-AP	this knowledge to drive		
	Training for this	Common Core	-David Streeter-Ar	future instruction.		
	strategy is being	Common Core	-Debbie Tallant-Reading	future mstruction.		
	rolled out in 12-13.	Questions of all types	Coach	Teachers use the on-line		
	Tonica out in 12-13.	and levels are	Coach	grading system data to	During the Grading Period	
	-Training all	necessary to scaffold	-Matt Spychala-LA SAL	calculate their students'	During the Grading 1 criod	
	content area	students	Fiviati Spychala-Lit SitL	progress towards the	- Common assessments (pre,	
	teachers	understanding of	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
		complex text. Teachers	Study Miller 55 5711		intervention checks)	
		need to understand and	-Jackie Amato-SC SAL	Goal		
		use <u>higher-order, text-</u>				
		dependent questions at	-Jeff Rohrbacker-M SAL	PLC Level		
		the word/phrase,				
		sentence, and	-PLC facilitators (listed	-Using the individual		
		paragraph/passage	above)	teacher data, PLCs		
		levels (Webb's,	,	calculate the SMART		
		Bloom, Costas).		goal data across all		
		Student reading		classes/courses.		
		comprehension	<u>How</u>			
		improves when		-PLCs reflect on lesson		
		students are required to	-Reading PLC Logs	outcomes and data used to		
		provide evidence to		drive future instruction.		
			-Language Arts PLC Logs			
		to text-dependent		-For each class/course,		
		questions. Scaffolding	-Social Studies PLC Logs	PLCs chart their overall		
		of students' grappling	EL C. DICI	progress towards the		
			-Elective PLC Logs	SMART Goal.		
		through well-crafted	DI CC turn their learning	l		
			-PLCS turn their logs into administration and/or coach	Leadership Team Level		
			after a unit of instruction is	Dr. G. G. St. L. J.		
			complete.	PLC facilitator/		
		understanding of the	complete.	Subject Area Leader/		
			-Administration and coach	Department Heads shares		
		content area teachers	rotate through PLCs looking	SMART Goal data with		
		are responsible for				
		implementation.	tor complex text discussion.	Leadership Team.		
		ingiementation.	-Administration shares the	-Data is used to drive		
			positive outcomes observed			
			positive outcomes observed	teacher support and		

Action Steps	in PLC meetings on a monthly basis.	student supplemental instruction.	
Action steps for this strategy are outlined or grade level/content are PLC action plans.			

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5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
-Teachers		<u>Who</u>	Teacher Level	3x per year
knowledge base	Reading Strategy			
of this strategy	Across all Content	-Brent McBrien-Principal	Teachers reflect on	- FAIR
	<u>Areas</u>		lesson outcomes and use	
development.	Tanahamana 44a	-David Streeter-AP	this knowledge to drive future instruction.	
Training for this strategy is being	Teachers need to understand how to	-Debbie Tallant-Reading	ruture instruction.	
	design and deliver	Coach	Teachers use the on-line	
101104 041 111 12 13.	a close reading		grading system data to	During the Grading Period
-Training all	lesson. Student	-Matt Spychala-LA SAL	calculate their students'	
content area	reading comprehension		progress towards the	- Common assessments (pre,
teachers	improves when	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,
	students are engaged		individual/PLC SMART	intervention checks)
	in close reading	-Jackie Amato-SC SAL	Goal.	
	instruction using	Left Delasheedeen M.C.A.I	DLC L and	
	close reading strategies	-Jeff Rohrbacker-M SAL	PLC Level	
		-PLC facilitators (listed	-Using the individual	
	readings of a passage	above)	teacher data, PLCs	
	2) asking higher-		calculate the SMART	
	order, text-dependent		goal data across all	
	questions, 3) writing	**	classes/courses.	
	in response to reading	<u>How</u>		
	and 4) engaging	-Reading Logs	-PLCs reflect on lesson	
			outcomes and data used to drive future instruction.	1
	discussion. <u>All content</u> area teachers are	-Language Arts Logs	urive ruture instruction.	
	responsible for		- For each class/course,	
	implementation.	-Social Studies Logs	PLCs chart their overall	
			progress towards the	
		-Elective Logs	SMART Goal.	
		-PLCS turn their logs into		
	Action Steps	administration and/or coach	Leadership Team Level	
		after a unit of instruction is	-PLC facilitator/	
	strategy are outlined on		Subject Area Leader/	
	grade level/content area		Department Heads shares	
	PLC action plans.	-PLCs receive feedback on	SMART Goal data with	
	·	their logs.	the Problem Solving	
			Leadership Team.	
		Administration shares the	<u></u>	
		positive outcomes observed in PLC meetings on a	-Data is used to drive	
		in i Le meetings on a	teacher support and	

				monthly basis. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data schoolwide and shares with staff the progress of strategy implementation.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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5D. Students with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
	DD.11.	DD.11.	DD.11.		5B.11.	
Disabilities (SWD) not	Tanaham	C C	XX/1	Tanahan Lawal	2	
making satisfactory	-Teachers knowledge		<u>Who</u>	<u> Teacher Level</u>	3x per year	
progress in reading.	base of this	Reading Strategy Across all Content	Drant MaDrian	-Teachers reflect on lesson	- FAIR	
	strategy needs		Ŧ	outcomes and use this	FAIR	
	professional	<u>Areas</u>		knowledge to drive future		
	development.	Reading		instruction.		
	Training for	comprehension	-David Stiecter-Ar	instruction.		
		improves when	-Debbie Tallant-	-Teachers use the on-line		
	being rolled out			grading system data to	During the Grading	
	in 12-13.	engaged in		calculate their students'	Period Period	
	111 12-13.	grappling with		progress towards their PLC	<u>r criod</u>	
	-Training all	complex text.		and/or individual SMART	- Common assessments	
	content area	Teachers need to	S/ LL	Goal	(pre, post, mid, section,	
	teachers	understand how	-Grady Miller-SS SAL	<u> </u>	end of unit, intervention	
		to select/identify		PLC Level	checks)	
			-Jackie Amato-SC SAL		,	
		the amount of		-Using the individual teacher		
				data, PLCs calculate the		
		used in the content	SAL	SMART goal data across all		
		curricula, and share		classes/courses.		
		complex texts	-PLC facilitators (listed			
				-PLCs reflect on lesson		
		All content area		outcomes and data used to		
		teachers are		drive future instruction.		
		responsible for	тт.			
		implementation.		-For each class/course, PLCs		
				chart their overall progress		
			ricading i LC Logs	towards the SMART Goal.		
			-Language Arts PLC			
		Action Steps	Logs	Leadership Team Level		
		Action steps for	ľ	-PLC facilitator/ Subject		
		this strategy are		Area Leader/ Department		
		outlined on grade		Heads shares SMART Goal		
		level/content area	-	data with the Leadership		
		PLC action plans.	-Elective PLC Logs	Team.		
		Le detion plans.				
			-PLCS turn their logs	-Data is used to drive		
			into administration and/	teacher support and student		
			or coach after a unit of	supplemental instruction.		
			instruction is complete.			
			l			
			-Administration			

	18%	26%			
26%.					
Reading Goal #5D: The percentage of Students with Disabilities scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 18% to	Level of Performance:*	2013 Expected Level of Performance:*			
			and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.		

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5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
-Teachers	Common Core	Who	Teacher Level	3x per year	
	Reading Strategy	WHO	Teacher Bever	<u> </u>	
of this strategy		-Brent McBrien-Principal	Teachers reflect on	- FAIR	
	Areas_	Zioni incepui	lesson outcomes and use		
development.		-David Streeter-AP	this knowledge to drive		
Training for this	Common Core		future instruction.		
strategy is being		-Debbie Tallant-Reading			
rolled out in 12-13.	Questions of all types	Coach	Teachers use the on-line		
	and levels are		grading system data to	During the Grading Period	
-Training all	necessary to scaffold	-Matt Spychala-LA SAL	calculate their students'		
content area	students'		progress towards the	- Common assessments (pre,	
teachers	understanding of	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,	
	complex text. Teachers		individual/PLC SMART	intervention checks)	
	need to understand and	-Jackie Amato-SC SAL	Goal		
	use <u>higher-order, text-</u>				
	dependent questions at	-Jeff Rohrbacker-M SAL	PLC Level		
	the word/phrase,				
		-PLC facilitators (listed	-Using the individual		
	paragraph/passage	above)	teacher data, PLCs		
	levels (Webb's,		calculate the SMART		
	Bloom, Costas).		goal data across all		
	Student reading	TT.	classes/courses.		
		How_			
	improves when students are required to	Danding DLC Lagr	-PLCs reflect on lesson		
	provide evidence to	Reading PLC Logs	outcomes and data used to		
	P	-Language Arts PLC Logs	drive future instruction.		
	to text-dependent	Language Arts FLC Logs			
		-Social Studies PLC Logs	-For each class/course,		
	of students' grappling	- Boeiai Biddies i Le Logs	PLCs chart their overall		
		-Elective PLC Logs	progress towards the SMART Goal.		
	through well-crafted	Licenve i Le Logs	DIVIAKT GOAL		
		-PLCS turn their logs into	Leadership Team Level		
	question assists	administration and/or coach	Leauership ream Level		
		after a unit of instruction is	-PLC facilitator/		
		complete.	Subject Area Leader/		
	understanding of the	1	Department Heads shares		
	author's meaning. All	-Administration and coach	SMART Goal data with		
	content area teachers	rotate through PLCs looking	the Problem Solving		
	are responsible for		Leadership Team.		
	implementation.	1	[
		-Administration shares the	-Data is used to drive		
		positive outcomes observed			
			-Data is used to drive teacher support and		

Action Steps	in PLC meetings on a monthly basis.	student supplemental instruction.	
Action steps for this strategy are outlined or grade level/content are PLC action plans.			

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5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
-Teachers	Common Core	Who	Teacher Level	3x per year
knowledge base	Reading Strategy			
of this strategy	Across all Content	-Brent McBrien-Principal	-Teachers reflect on	- FAIR
	Areas	•	lesson outcomes and use	
development.		-David Streeter-AP	this knowledge to drive	
Training for this	Teachers need to		future instruction.	
strategy is being	understand how to	-Debbie Tallant-Reading		
rolled out in 12-13.		Coach	-Teachers use the on-line	
	a close reading		grading system data to	During the Grading Period
-Training all	lesson. Student	-Matt Spychala-LA SAL	calculate their students'	
content area	reading comprehension		progress towards the	- Common assessments (pre,
teachers	improves when	-Grady Miller-SS SAL	development of their	post, mid, section, end of unit,
	students are engaged			intervention checks)
	in close reading	-Jackie Amato-SC SAL	Goal.	
	instruction using	LCCD 1 1 1 MC 1	DI CI 1	
		-Jeff Rohrbacker-M SAL	PLC Level	
	close reading strategies	DI C fo cilitata na (linta d	T Taim at 4h at in dissides at	
	include: 1) multiple readings of a passage	-PLC facilitators (listed above)	-Using the individual teacher data, PLCs	
	2) asking higher-	above)	calculate the SMART	
	order, text-dependent		goal data across all	
	questions, 3) writing		classes/courses.	
	in response to reading	How_	classes/courses.	
	and 4) engaging		-PLCs reflect on lesson	
	in text-based class	-Reading Logs	outcomes and data used to	
	discussion. All content		drive future instruction.	
	area teachers are	-Language Arts Logs		
	responsible for	-	For each class/course,	
	implementation.	-Social Studies Logs	PLCs chart their overall	
			progress towards the	
		-Elective Logs	SMART Goal.	
		Dr. Ga		
	Action Steps	-PLCS turn their logs into	Leadership Team Level	
		administration and/or coach		
		after a unit of instruction is	-PLC facilitator/	
	strategy are outlined on	complete.	Subject Area Leader/	
	grade level/content area		Department Heads shares	
	PLC action plans.	their logs.	SMART Goal data with	
		men 10gs.	the Problem Solving	
		Administration shares the	Leadership Team.	
		positive outcomes observed	Data is used to drive	
		in PLC meetings on a	-Data is used to drive	
		in i Le meetings on a	teacher support and	

	monthly basis.	student supplemental	
	-Reading Coach observations and walk- throughs	instruction.	
	-Administrative walk- throughs looking for implementation of strategy with fidelity and consistency.		
	-Administrator and Reading Coach aggregate the walk- through data school- wide and shares with staff the progress of strategy implementation.		

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	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
	The 3 S's of Complex Γext: Selecting /	Grades 6-8	PLC Leader Reading Coach and Subject Area	All teachers	meetings) On-going in PLC's bi- monthly	Classroom walkthroughs	Administration Team
	dentifying Complex Text, Shifting to Increased Use		Leaders	Faculty Professional Development			Instructional Coaches
5	of Informational Text, and Sharing of Complex Text with All Students (6-8)			and on-going PLCs			Subject Area Leaders
	dentifying and Creating Fext-Dependent Questions		Reading Coach and Subject Area		On-going in PLC's bi- monthly	Classroom walkthroughs	Administration Team
	to Deepen Reading Comprehension (6-8)	Leaders	Faculty Professional Development	•		Instructional Coaches	
	• • • •			and on-going PLCs			Subject Area Leaders
а	Designing and Delivering a Close Reading	Grades 6-8	Reading Coach and Subject Area		On-going in PLC's bi- monthly	Classroom walkthroughs	Administration Team
	Lesson Using in-Depth Questioning (K-12)		Leaders	Faculty Professional Development	•		Instructional Coaches
				and on-going PLCs			Subject Area Leaders
	Analyzing Student FAIR Data	Grades 6-8	Reading Coach	Reading teachers and content area teachers	Faculty Meeting/Training Oct., Jan. and April	Administrator will review Reading and LA PLC logs to monitor the analysis of student data to inform instructional decisions.	Principal and Administrative Team
			District Middle/ Secondary Reading Team				

End of Reading Goals

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals	Problem- Solving Process to Increase Student Achieveme nt				
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

1. FCAT 2.0: Students	1.1	1.1	1.1	1.1	1.1	
1	1.1	1.1	1.1	1.1	1.1	
scoring proficient in	T - 1 - C	G4 4	XX71	DI Co. III and in the site	2	
mathematics (Level 3-5).	-Lack of	<u>Strategy</u>	Who_	PLCs will review unit	2x per year	
	infrastructure	Students' math	Dringing	assessments and chart the increase in the number of	District Baseline and	
	to support technology	skills will improve	- Principal	students reaching at least	Mid-Year Testing	
	technology	through the use	-Math SAL	75% mastery on units of	Mid-Year Testing	
		of technology	Fiviatii SAL	instruction.		
		and hands-	-Technology Specialist	instruction.		
	-Teachers	on activities to	Freeinfology Specialist		Semester Exams	
	at varying	implement the			Semester L'Adms	
	understanding	Common Core		PLC facilitator will share		
		State Standards. In		data with the Problem	F	
	the CCSS	addition, students		Solving Leadership Team.	During the Grading	
		will practice taking	How Monitored	The Problem Solving	Period	
		on-line assessments		Leadership Team will		
		to prepare students		review assessment data for	-Chapter/Unit Tests	
		for on-line state	throughs observing this	positive trends.		
		testing.	strategy.		-Benchmark mini	
					assessments	
		Action Steps				
		Action Steps				
		-PLCs write				
		SMART goals				
		based on each				
		Grading Period of				
		material				
		-As a Professional				
		Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling				
		technology and				
		hands-on strategies.	l			
		-PLC teachers				
		instruct students				
		using the core				
		curriculum,				
		incorporating				

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Mathematics Goal #1:		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/strategies that were effective. -Based on data, teachers reteach skills using appropriate materials. 2013 Expected Level of Performance:*					
increase from 62% to 65%.	62%	65%					
	- / -	1.2.	1.2.	1.2.	1.2.	1.2.	
		Teachers may lack		-Bi-monthly PLC meetings	-Administrative walk- throughs	-Math SAL -Administration	

	1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students	2.1	2.1	2.1	2.1	2.1	
scoring Achievement	2.1	2.1	2.1	2.1	2.1	
Levels 4 or 5 in	-Lack of	Stratogy	Who	PLCs will review unit	Ov. man viaan	
mathematics.	infrastructure	<u>Strategy</u>	Who_	assessments and chart the	2x per year	
mathematics.		Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve		students reaching at least	Mid-Year Testing	
	technology	through the use	-Math SAL	75% mastery on units of	lviid-Teal Testing	
		of <u>technology</u>	-Maill SAL	instruction.		
		and hands-	-Technology Specialist	mstruction.	F	
	-Teachers	on activities to	Freemology Specialist		Semester Exams	
	at varying	implement the			Semester Paums	
	understanding	Common Core		PLC facilitator will share		
		State Standards. In		data with the Problem		
	the CCSS	addition, students		Solving Leadership Team.	During the Grading	
		will practice taking	How Monitored	The Problem Solving	Period	
		on-line assessments		Leadership Team will		
		to prepare students		review assessment data for	-Chapter/Unit Tests	
			throughs observing this	positive trends.		
		testing.	strategy.		-Benchmark mini	
					assessments	
		Action Steps				
		DI Committee				
		-PLCs write SMART goals				
		based on each				
		Grading Period of				
		material				
		material				
		-As a Professional				
		Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling				
		technology and				
		hands-on strategies.				
		-PLC teachers				
		instruct students				
		using the core				
		curriculum,				
		incorporating				

					•	i	i
1		strategies from					
		their PLC					
		discussions.					
		-As a Professional					
		Development					
		activity, teachers					
		use data to discuss					
		technology and					
		hands-on activities/					
		strategies that were					
		effective.					
		-Based on data,					
		teachers re-					
		teach skills using					
		appropriate					
		materials.					
Mathematics Goal #2:	2012 Current	2013 Expected Level					
iviamematics Goal #2.	Level of	of Performance:*					
	Performance:*						
The percentage of students							
accoming a Level 4 or higher							
scoring a Level 4 or higher on the 2013 FCAT Math will							
increase from 33% to 36%.							
increase from 33% to 36%.							
	33%	36%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		Teachers may lack	Teachers will implement	-Bi-monthly PLC meetings	-Administrative walk-	-Math SAL	
		awareness of Kagan	Kagan Strategies for	-bi-monuny recomes	throughs	Iviani SAL	
		Strategies	Cooperative Interaction in		inoagno	-Administration	
			their classrooms.				
		2.3	2.3	2.3	2.3	2.3	
	I	1					

Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
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?		

	3.1	3.1	3.1	3.1	3.1	
students making learning						
gains in mathematics.	-Lack of	Strategy	Who_	PLCs will review unit	2x per year	
	infrastructure			assessments and chart the		
	to support	Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve	Timeipui	students reaching at least	Mid-Year Testing	
	teemology	through the use	-Math SAL	75% mastery on units of	wiid-Tear Testing	
		of <u>technology</u>	Fiviatii SAL	instruction.		
		and hands-	-Technology Specialist	instruction.	F	
	Tanaham		Frechhology Specialist		Camanatan Easana	
	-Teachers	on activities to			Semester Exams	
	at varying	implement the				
	understanding	Common Core		PLC facilitator will share	F	
	of the intent of			data with the Problem	L	
	the CCSS	addition, students		Solving Leadership Team.	During the Grading	
		will practice taking		The Problem Solving	<u>Period</u>	
		on-line assessments		Leadership Team will		
		to prepare students		review assessment data for	-Chapter/Unit Tests	
		for on-line state	throughs observing this	positive trends.		
		testing.	strategy.		-Benchmark mini	
					assessments	
		Action Steps				
		-PLCs write				
		SMART goals				
		based on each				
		Grading Period of				
		material				
		-As a Professional				
		Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling				
		technology and				
		hands-on strategies.				
		l				
		-PLC teachers				
		instruct students				
		using the core				
		curriculum,				
		incorporating				

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		strategies from					
		their PLC					
		discussions.					
		-As a Professional					
		Development					
		activity, teachers					
		use data to discuss					
		technology and					
		hands-on activities/ strategies that were					
		effective.					
		-Based on data,					
		teachers re- teach skills using					
		appropriate					
		materials.					
Mathematics Goal #3:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*	of Ferrormance.					
Points earned from students							
making learning gains on the							
2013 FCAT Math will increase							
from 68 points to 71 points.							
	68	71					
		<i>'</i>					
	Points	Points					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		Teachers may lack	-Teachers will implement	-Bi-monthly PLC meetings	-Administrative walk-	-Math SAL	
		awareness of Kagan Strategies	Kagan Strategies for Cooperative Interaction in		throughs	-Administration	
		Buategies	their classrooms.			-Auministration	

		3.3.	3.3.	3.3.	33.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

4.1_
view unit 2x per year
and chart the
ne number of District Baseline and
thing at least Mid-Year Testing
on units of
L I I
Semester Exams
or will share
Problem
dership Team. During the Grading
Solving Period Period
Feam will
sment data for -Chapter/Unit Tests
ds.
-Benchmark mini
assessments

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		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re- teach skills using appropriate materials.				
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 63 points to 66 points.						
	63	66				
	Points					
		Teachers may lack awareness of Kagan Strategies	4.2Bi-monthly PLC meetings	-Administrative walk- throughs	4.2Math SAL -Administration	

		La	La	L a	lı o	L o	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier						
to "Guiding Questions", identify and define areas in need of			Who and how will the	How will the evaluation tool			
improvement for the following			fidelity be monitored?	data be used to determine the			
subgroup:				effectiveness of strategy?			
	2011 2012	2012 2012	2012 2014	2014 2015	2017 2016	2017 2017	
Based on Ambitious but Achievable Annual Measurable	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
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%.							
Math Goal #5:							

5A. Student subgroups by	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
ethnicity (White, Black,						
Hispanic, Asian, American	White:79%					
Indian) not making	Black:44%					
satisfactory progress in	Diack.4470					
mathematics	Hispanic:49%					
	Asian:79%					
	American Indian:N/A					

Mathematics Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 49% to 54 %.					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 79% to 81%.					
The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 79% to 81%.					
		White:81%			
		Black:50%			
	Hispanic:49%	Hispanic:54%			
	Asian:79%	Asian:81%			
		American Indian:N/A			

		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
D. I. d. S. C. I.	A (: : ()	State	Fills Ch. l	St. 4. D.4. Ch. l			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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5B. Economically	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Disadvantaged students	DD.11.	JB.11.	DB.1.	ЭВ.1.	J. 1.	
not making satisfactory	-Lack of	<u>Strategy</u>	Who	PLCs will review unit	2x per year	
progress in mathematics.	infrastructure	Strategy	WIIO	assessments and chart the	2x per year	
progress in mathematics.	to support	Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve		students reaching at least	Mid-Year Testing	
	teemiology	through the use	-Math SAL	75% mastery on units of	ivila real resting	
		of <u>technology</u>	I THAT STILL	instruction.	1	
		and hands-	Technology Specialist		Γ	
	-Teachers	on activities to	3, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4, 4,		Semester Exams	
	at varying	implement the				
	understanding	Common Core		PLC facilitator will share	L	
		State Standards. In		data with the Problem	1	
	the CCSS	addition, students		Solving Leadership Team.	During the Grading	
		will practice taking		The Problem Solving	Period_	
		on-line assessments		Leadership Team will	1	
			-Classroom walk-	review assessment data for	-Chapter/Unit Tests	
		for on-line state	throughs observing this	positive trends.	l, , , l	
		testing.	strategy.		-Benchmark mini	
					assessments	
		Action Steps				
		retion Steps				
		-PLCs write				
		SMART goals			1	
		based on each				
		Grading Period of			1	
		material				
					1	
		-As a Professional			1	
		Development			1	
		activity in their			1	
		PLCs, teachers			1	
		spend time sharing,			1	
		researching,			1	
		teaching, and			1	
		modeling technology and				
		hands-on strategies.				
		nanus-on suategies.	1			
		-PLC teachers				
		instruct students				
		using the core				
		curriculum,				
		incorporating			<u> </u>	

	45%	51%			
Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 45% to 51%.					
The percentage of Economically	Performance:*				
Mathematics Goal #5B:	2012 Current Level of	materials. 2013 Expected Level of Performance:*			
		teachers re- teach skills using appropriate			
		effectiveBased on data,			
		technology and hands-on activities/ strategies that were			
		-As a Professional Development activity, teachers use data to discuss			
		strategies from their PLC discussions.			

		Teachers may lack awareness of Kagan Strategies		-Bi-monthly PLC meetings	-Administrative walk- throughs	5B.2Math SAL -Administration	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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5C English Language	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
5C. English Language	SC.1.	BC.1.	DC.1.	DC.1.	SC.1.	
Learners (ELL) not		_				
making satisfactory	-Lack of	<u>Strategy</u>	<u>Who</u>	PLCs will review unit	2x per year	
progress in mathematics.	infrastructure			assessments and chart the		
	to support	Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve		students reaching at least	Mid-Year Testing	
		through the use	-Math SAL	75% mastery on units of		
		of <u>technology</u>	T 1 1 0 111	instruction.	H	
	T 1	and hands-	-Technology Specialist		G , F	
	-Teachers	on activities to			Semester Exams	
	at varying	implement the		DI C Carillantan III aham		
	understanding	Common Core		PLC facilitator will share data with the Problem	F	
	the CCSS	State Standards. In			Duning the Condina	
	the CCSS	addition, students will practice taking	How Monitored	Solving Leadership Team. The Problem Solving	During the Grading Period	
		on-line assessments		Leadership Team will	renod	
		to prepare students		review assessment data for	-Chapter/Unit Tests	
		for on-line state	throughs observing this		-Chapter/Onit Tests	
		testing.	strategy.	positive trends.	-Benchmark mini	
		csting.	Strategy.		assessments	
					assessments	
		Action Steps				
		-PLCs write				
		SMART goals				
		based on each				
		Grading Period of				
		material				
		-As a Professional				
		Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling				
		technology and				
		hands-on strategies	1			
		DI C to a share				
		-PLC teachers instruct students				
		using the core				
		curriculum,				
		incorporating				
		meorporating				

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strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
-As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
technology and hands-on activities/ strategies that were effective. -Based on data, teachers re-
hands-on activities/ strategies that were effective. -Based on data, teachers re-
strategies that were effective. -Based on data, teachers re-
effective. -Based on data, teachers re-
-Based on data, teachers re-
teachers re-
teachers re-
teachers re-
The state of the s
teach skills using
appropriate
materials.
Mathematics Goal #5C: 2012 Current 2013 Expected Level
Level of of Performance:*
Performance:*
The percentage of English
Language Learner students scoring
proficient/satisfactory on the 2013
FCAT Math will increase from
24% to 32%.
24% 32%
5C.2. 5C.2. 5C.2. 5C.2.
Teachers may lack - Teachers will implement - Bi-monthly PLC meetings - Administrative walk2.
awareness of Kagan Kagan Strategies for throughs
Strategies Cooperative Interaction in -Math SAL
their classrooms.
-Administration

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

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5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
1	DD.1.	DD.1.	DD.1.	DD.1.	<u>5D.1.</u>	
Disabilities (SWD) not	l	_	L	L		
making satisfactory	-Lack of	<u>Strategy</u>	<u>Who</u>	PLCs will review unit	2x per year	
progress in mathematics.	infrastructure			assessments and chart the		
	to support	Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve		students reaching at least	Mid-Year Testing	
		through the use	-Math SAL	75% mastery on units of		
		of <u>technology</u>	T. 1 1 0 11.	instruction.		
	T 1	and hands-	-Technology Specialist		G	
	-Teachers	on activities to			Semester Exams	
	at varying	implement the		DLC Colling and Hallow		
	understanding	Common Core		PLC facilitator will share data with the Problem	F	
	the CCSS	State Standards. In			Demin a tha Guadin a	
	the CCSS	addition, students will practice taking	How Monitored	Solving Leadership Team. The Problem Solving	During the Grading Period	
		on-line assessments		Leadership Team will	<u>Ferrou</u>	
		to prepare students		review assessment data for	-Chapter/Unit Tests	
		for on-line state	throughs observing this		-Chapter/Onit Tests	
		testing.	strategy.	positive trends.	-Benchmark mini	
		testing.	Strategy.		assessments	
					assessments	
		Action Steps				
		-PLCs write				
		SMART goals				
		based on each				
		Grading Period of				
		material				
		-As a Professional				
		Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling technology and				
		hands-on strategies.				
		nanus-on strategies.	1			
		-PLC teachers				
		instruct students				
		using the core				
		curriculum,				
		incorporating				

	21%	29%			
satisfactory on the 2013 FCAT Math will increase from 21% to 29%.					
The percentage of Students with Disabilities scoring proficient/ satisfactory on the 2013 FCAT					
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
		teach skills using appropriate materials.			
		-Based on data, teachers re-			
		hands-on activities/ strategies that were effective.			
		activity, teachers use data to discuss technology and			
		-As a Professional Development			
		strategies from their PLC discussions.			

	aware	chers may lack reness of Kagan K tegies C		-Bi-monthly PLC meetings	-Administrative walk- throughs	5D.2Math SAL -Administration	
	5D.3	5	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

<u>Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)</u>

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

Algebra EOC Goals	Problem- Solving Process to Increase Student Achieveme nt				
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	

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	1		l	la a	h .	
Alg1. Students scoring	1.1	1.1	1.1	1.1	1.1	
proficient in Algebra						
(Levels 3-5).	-Lack of	<u>Strategy</u>	Who	PLCs will review unit	2x per year	
	infrastructure			assessments and chart the		
	to support	Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve		students reaching at least	Mid-Year Testing	
		through the use	-Math SAL	75% mastery on units of		
		of <u>technology</u>		instruction.		
		and hands-	-Technology Specialist			
	-Teachers	on activities to			Semester Exams	
	at varying	implement the				
	understanding	Common Core		PLC facilitator will share		
		State Standards. In		data with the Problem		
	the CCSS	addition, students		Solving Leadership Team.	During the Grading	
		will practice taking		The Problem Solving	<u>Period</u>	
		on-line assessments		Leadership Team will		
		to prepare students	-Classroom walk-	review assessment data for	-Chapter/Unit Tests	
		for on-line state	throughs observing this	positive trends.		
		testing.	strategy.		-Benchmark mini	
					assessments	
		Action Steps				
		nr a				
		-PLCs write				
		SMART goals				
		based on each				
		Grading Period of				
		material				
		A D C				
		-As a Professional				
		Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling		l		
		technology and		l		
		hands-on strategies.	1			
		-PLC teachers				
		instruct students		l		
		using the core		l		
		curriculum,		l		
				l		
		incorporating				

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		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re- teach skills using appropriate materials.					
Algebra Goal #1:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*						
The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 78% to 81%.							
	78%	81%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		awareness of Kagan Strategies	-Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.	-Bi-monthly PLC meetings	throughs	-Math SAL -Administration	

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		,	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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Alg2. Students scoring	2.1	2.1	2.1	2.1	2.1	
Achievement Levels 4 or 5		2.1	۷.1	2.1	2.1	
in Algebra.	-Lack of	Strategy	Who	PLCs will review unit	2x per year	
in Aigebra.	infrastructure	Strategy	W IIO	assessments and chart the	<u>2x per year</u>	
	to support	Students' math	- Principal	increase in the number of	District Baseline and	
	technology	skills will improve		students reaching at least	Mid-Year Testing	
	e e inicio g j	through the use	-Math DH/SAL	75% mastery on units of	The roan rosung	
		of technology		instruction.	L	
		and hands-	Technology Specialist			
	-Teachers	on activities to			Semester Exams	
	at varying	implement the				
		Common Core		PLC facilitator will share	L	
	of the intent of	State Standards. In		data with the Problem		
	the CCSS	addition, students		Solving Leadership Team.	During the Grading	
		will practice taking		The Problem Solving	<u>Period</u>	
		on-line assessments		Leadership Team will review assessment data for	Chantan/Linit Tasts	
		to prepare students for on-line state	throughs observing this		-Chapter/Unit Tests	
		testing.	strategy.	positive tielias.	-Benchmark mini	
		testing.	strategy.		assessments	
		Action Steps				
		-PLCs write				
		SMART goals				
		based on each				
		Grading Period of				
		material				
		-As a Professional				
		Development Development				
		activity in their				
		PLCs, teachers				
		spend time sharing,				
		researching,				
		teaching, and				
		modeling				
		technology and				
		hands-on strategies.				
		-PLC teachers				
		instruct students				
		using the core				
		curriculum,				
		incorporating				

		strategies from their PLC discussions. -As a Professional Development activity, teachers use data to discuss technology and hands-on activities/ strategies that were effective. -Based on data, teachers re- teach skills using appropriate materials.					
Algebra Goal #2:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*						
Enter narrative for the goal in this box.							
	38%	41%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		awareness of Kagan Strategies	-Teachers will implement Kagan Strategies for Cooperative Interaction in their classrooms.		throughs	-Math SAL -Administration	

	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 Instructional Materials and Technology for CCSS	6-8	and/or PLC Leader -Math Contact & Grade Level PLC Facilitator	(e.g. , PLC, subject, grade level, or school-wide) Math Teachers	(e.g., Early Release) and Schedules (e.g., frequency of meetings) PLC Meetings every two weeks	Administrators conduct targeted walk-throughs	Administration Team
Math End of Course Assessments	Algebra	-Math SAL -APC	Algebra Teachers	Prior to the administration of the test	EOC testing	APC
Analyzing first semester exams	Algebra	-Math SAL	Algebra Teachers	After the administration of the test	PLC logs	APC

End of Mathematics Goals

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Elementary and Middle School Science Goals

Science Goals	Problem- Solving Process to Increase Student Achieveme nt				
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	

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1. FCAT 2.0: Students scoring proficient (Level 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1	
3-5) in scienceTeachers are Strategy Who Teacher Level 2x per year	
at varying skill	
levels in using Student Principal -Teachers reflect on lesson District-level baseline	
appropriate understanding outcomes and use this and mid-year tests	
instructional, of the nature APC knowledge to drive future	
scientific and of science instruction.	
laboratory and scientific Science Department	
technology inquiry Chairperson -Teachers use the on-line Semester Exams	
(animations, improves when grading system data to	
probeware, students are calculate their students' digital intellectually progress towards their PLC	
microscopy) active in <u>How Monitored</u> and/or individual SMART <u>During the Grading</u> learning Goal Period_	
-Administrators important and -Classroom walk-throughs	
are at varying challenging observing this strategy. PLC Level -Unit assessments	
skill levels science content	
in using through the use Using the individual teacher	
appropriate of appropriate data, PLCs calculate the	
instructional, instructional SMART goal data across all	
scientific and methods, classes/courses.	
laboratory scientific	
technology processes, -PLCs reflect on lesson	
(animations, laboratory outcomes and data used to	
probeware, experiences, drive future instruction.	
digital and uses of	
microscopy) technology - For each class/course, PLCs	
(animations, chart their overall progress	
probeware, towards the SMART Goal.	
digital	
microscopy). Leadership Team Level_	
-PLC facilitator/ Subject	
Area Leader/ Department Action Steps Heads shares SMART	
Action Steps Heads shares SMART Goal data with the Problem	
0.1 to 7 to 1 to 15 Tr	
-As a Solving Leadership Team. Professional	
Development -Data is used to drive	
activity in teacher support and student	
their PLCs, supplemental instruction.	
teachers spend	
time sharing,	

researching,		
teaching, and		
modeling		
technology		
and hands-on		
strategies.		
Situtogress.		
-Within PLCs,		
teachers plan		
for angaging		
for engaging exploration of		
exploration of .		
science content		
using hands-		
on learning		
experiences,		
inquiry, labs,		
technology		
(such as		
probeware,		
simulations and		
animations)		
within the 5E		
Instructional		
Model.		
-Teachers		
implement		
the 5E		
Instructional		
Model to		
promote		
learning		
experiences		
that cause		
students to		
think, make		
connections,		
formulate and		
formulate and		
test hypotheses		
and draw		
conclusions.		
-Teachers		
facilitate		
student-		

centered			
learning			
through the			
use of the 5E			
Instructional			
Model.			
iviodei.			
-Common			
-Common			
Core Literacy			
Standards for			
both Reading			
and Writing are			
appropriately	ĺ		
embedded	ĺ		
throughout the	ĺ		
5E Instruction	ĺ		
Model.	ĺ		
-Each teacher			
maintains a			
record of the			
number of			
occurrences of			
engagement			
tasks (hands-			
on-learning			
experiences,			
labs, and			
technology)			
per week. This	ĺ		
data is then	ĺ		
reported on the	ĺ		
Science PLC	ĺ		
log.	ĺ		
	ĺ		
-Monthly,	ĺ		
school leaders	ĺ		
conduct one-	ĺ		
on-one data	ĺ		
chats with	ĺ		
individual	ĺ		
teachers	ĺ		
using the data	ĺ		
gathered from	ĺ		
walk-through	ĺ		
waik-unough			

	tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).			
Level of	2013 Expected Level of Performance:*			
49%	52%			

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	1.2	1.2	1.2	1.2	1.2
	1.4	1.4	1.2	1.4	1.2
	I	L	L.,		
	-Not all	<u>Strategy</u>	<u>Who</u>	Science PLC Resource	3x-per year
	teachers have			meetings	
	received	Students' comprehension	Teacher		District level baseline,
	the CCLS	of science text improves		Reading Leadership	mid-year, and pre-EOC
	for Science		Principal	Team	administration
	overview.	engaged in close reading			
			AP		L
	-Not all	grade-level content-			
	teachers		Reading Resource Teacher		Semester Exams_
	understand how	and other supplemental		achievement on the	
	to integrate		Reading Leadership Team	benchmark attached	L
	close reading	engage students in the		to the Close Reading	
	with the 5E	close reading model	CCLS Science Team	passage comparing	During the Grading Period_
	instructional	(appropriately placed		baseline achievement	
	model.	within the 5E instructional	Science SAL/DH	level to 80% mastery	-mini-assessments
		model) using their		using the proximal	
	-Not all PLCs	textbooks or other		evaluation tool.	-unit assessments
	routinely look	appropriate high-Lexile,			
	at curriculum	complex supplemental	How Monitored		
	materials	texts at least 3 times per			
	beyond those		Administration, Coach, SAL		
	posted on the		walk-throughs		
	curriculum				
	guide.	Γ	-PLC logs turned into		
			administration.		
		Professional Development	Administration provides		
			feedback.		
		he Reading Coach along			
		with the Departmental			
		Leaders/Coach/SAL	l		
		conduct small group	l		
		departmental trainings to			
		develop teachers' ability			
		to use the close reading	1		
		model.	l		
		inodoi.	l		
		The Reading Coach	1		
		attends science	l		
		departmental PLCs to			
 		co-plan with teachers,			
		developing lessons using			
		the along reading model	l		
		the close reading model.			

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-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.		
In PLCs/Department		
-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.		
-PLCs review Close Reading Selections to determine word count and high-Lexile.		
-PLCs assign appropriate NGSSS benchmark to Close Reading passage		
-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous_		
- Teachers debrief lesson implementation to determine effectiveness		

	
	and level of student
	comprehension and
	retention of the text.
	Teachers use this
	information to build future
	close reading lessons.
	Prose reading ressorts.
	During the lessons,
	teachers:
	-Guide students through
	text without reading or
	explaining the meaning
	of the text using the
	following:
	ronowing.
	Introducing
	critical
	vocabulary
	to ensure
	comprehension
	of text.
	Stating an
	• Stating all
	essential
	question prior to
	reading
	Using questions
	to check for
	understanding.
	Using question
	to angue
	to engage
	students in
	discussion.
	Requiring oral
	and written
	responses to
	text.
	-Ask text-based questions
	Lypy revi-nasen diregions

		1.3.			1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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2. FCAT 2.0: Students	2.1	2.1	2.1	2.1	2.1	
1	2.1	2.1	2.1	Z.1	2.1	
scoring Achievement						
Levels 4 or 5 in science.		<u>Strategy</u>	<u>Who</u>	<u> Teacher Level</u>	2x per year	
	at varying skill					
	levels in using		Principal		District-level baseline	
	appropriate	understanding			and mid-year tests	
	instructional,	of the nature		knowledge to drive future		
		of science		instruction.	L I	
			Science Department		_	
		inquiry	Chairperson		Semester Exams	
		improves when		grading system data to		
		students are		calculate their students'		
		intellectually		progress towards their PLC	L	
	microscopy)	active in	How Monitored		During the Grading	
		learning	l		Period_	
	-Administrators	important and	-Classroom walk-throughs			
	are at varying	challenging		PLC Level	-Unit assessments	
	skill levels	science content		l		
		through the use		-Using the individual teacher		
		of appropriate		data, PLCs calculate the		
		instructional		SMART goal data across all		
		methods,		classes/courses.		
		scientific				
	technology	processes,		-PLCs reflect on lesson		
		laboratory		outcomes and data used to		
		experiences,		drive future instruction.		
		and uses of		E 1.1 / NG		
	microscopy)	technology		- For each class/course, PLCs		
		(animations,		chart their overall progress		
		probeware,		towards the SMART Goal.		
		digital		I I I I		
		microscopy).		Leadership Team Level		
				-PLC facilitator/ Subject		
				Area Leader/ Department		
		l		Heads shares SMART		
		Action Steps		Goal data with the Problem		
				Solving Leadership Team.		
		-As a		borving Leadership Team.		
		Professional		-Data is used to drive		
		Development		teacher support and student		
		activity in		supplemental instruction.		
		their PLCs,		suppremental instruction.		
		teachers spend				
		time sharing,				

researching,		
teaching, and		
modeling		
technology		
and hands-on		
strategies.		
Situtogress.		
-Within PLCs,		
teachers plan		
for angaging		
for engaging exploration of		
exploration of .		
science content		
using hands-		
on learning		
experiences,		
inquiry, labs,		
technology		
(such as		
probeware,		
simulations and		
animations)		
within the 5E		
Instructional		
Model.		
-Teachers		
implement		
the 5E		
Instructional		
Model to		
promote		
learning		
experiences		
that cause		
students to		
think, make		
connections,		
formulate and		
formulate and		
test hypotheses		
and draw		
conclusions.		
-Teachers		
facilitate		
student-		

centered		
learning		
through the		
use of the 5E		
Instructional		
Model.		
Model.		
-Common		
Core Literacy		
Standards for		
both Reading		
and Writing are		
appropriately		
embedded		
throughout the		
5E Instruction		
Model.		
-Each teacher		
maintains a		
record of the		
number of		
occurrences of		
engagement		
tasks (hands-		
on-learning		
experiences,		
labs, and		
technology)		
per week. This		
data is then		
reported on the		
Science PLC		
log.		
-Monthly,		
school leaders		
conduct one-		
on-one data		
on-one data		
chats with		
individual		
teachers		
using the data		
gathered from		
walk-through		

	12%	15%			
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 12% to 15%.					
	2012 Current Level of Performance:*	2013Expected Level of Performance:*			
		tools and engagement task records. These teacher data/chats guide the leadership's team professional development plan (both individually and whole faculty).			

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	2.2	2.2	2.2	2.2	2.2
	∠.∠	∠.∠	L	∠.∠	4.4
	l	~	L		
	-Not all	<u>Strategy</u>	<u>Who</u>	Science PLC Resource	3x-per year
	teachers have		L .	meetings	L
	received	Students' comprehension	Teacher		District level baseline,
	the CCLS	of science text improves	L	Reading Leadership	mid-year, and pre-EOC
	for Science		Principal	Team	administration
	overview.	engaged in close reading			
			AP		L I
	-Not all	grade-level content-	L		
	teachers		Reading Resource Teacher		Semester Exams
				achievement on the	
	to integrate		Reading Leadership Team	benchmark attached	L I
	close reading	engage students in the	l	to the Close Reading	
	with the 5E	close reading model	CCLS Science Team	passage comparing	During the Grading Period_
	instructional	(appropriately placed	ĺ	baseline achievement	
	model.	within the 5E instructional	Science SAL/DH	level to 80% mastery	-mini-assessments
		model) using their		using the proximal	
	-Not all PLCs	textbooks or other	ĺ	evaluation tool.	-unit assessments
	routinely look	appropriate high-Lexile,			
	at curriculum	complex supplemental	How Monitored		
	materials	texts at least 3 times per			
	beyond those	nine weeks.	Administration, Coach, SAL		
	posted on the		walk-throughs		
	curriculum				
	guide.		-PLC logs turned into		
		Action Steps	administration.		
		Donafarai an al Danalaran an	A dii		
		Professional Development	feedback.		
		he Reading Coach along	accadack.		
		with the Departmental	ĺ		
		Leaders/Coach/SAL	ĺ		
		conduct small group	ĺ		
		departmental trainings to	ĺ		
		develop teachers' ability	ĺ		
		to use the close reading	ĺ		
		model.	ĺ		
		milodoi.	ĺ		
		The Reading Coach	ĺ		
		attends science	ĺ		
		departmental PLCs to	ĺ		
 		co-plan with teachers,	ĺ		
		developing lessons using	ĺ		
		the close reading model.	ĺ		
		and crose reading model.			

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· · · · · · · · · · · · · · · · · · ·		<u> </u>	
	-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.		
	In PLCs/Department		
	-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.		
	-PLCs review Close Reading Selections to determine word count and high-Lexile.		
	-PLCs assign appropriate NGSSS benchmark to Close Reading passage		
	-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous_		
	- Teachers debrief lesson implementation to determine effectiveness		

· · · · · · · · · · · · · · · · · · ·	
	and level of student
	comprehension and
	retention of the text.
	Teachers use this
	information to build future
	close reading lessons.
	crose reading ressons.
	During the lessons,
	teachers:
	-Guide students through
	text without reading or
	explaining the meaning
	of the text using the
	of the total using the
	following:
	Introducing
	critical
	vocabulary
	to ensure
	comprehension
	of text.
	I I I I I I I I I I I I I I I I I I I
	Stating an
	• Stating all
	essential
	question prior to
	reading
	Using questions
	to check for
	understanding.
	Using question
	• Using question
	to engage
	students in
1 1	discussion.
	Requiring oral
	and written
	responses to
1 1	text.
	Ask text begad questions
	-Ask text-based questions

	that require close reading of the text and multiple reads of the text.				
	During the lessons, students:				
	Grapple with complex text.				
	Re-read for a second purpose and to increase comprehension.				
	 Engage in discussion to answer essential question using textual evidence. 				
	 Write in response to essential question using textual evidence. 				
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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Please note that each Strategy does not require a professional development of PLC activity. PD Content /Topic		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 DH/SAI and Technology Resource	L Science Departmental PLCs	On going throughout school year. PLCs meet twice monthly.	Administrators conduct targeted walk- throughs to monitor Hands-On Activity implementation.	
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

Writing/Language Arts Goals

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

4 0 1 1	1 1	l _{1 1}	1 1	1 1	1 1	
1. Students scoring	1.1.	1.1.	1.1	1.1	1.1	
at Achievement						
	Γeachers are not	<u>Strategy</u>	Who	See "Check" & "Act" action steps in the strategies column	-Student	
	familiar with the Language Arts				monthly	
	Common Core	Students' reading,	Teacher		demand	
ſ	common core	writing, language,			writes/	
		and listening	Principal		formative	
		/speaking			assessments	
		skills will	APEI			
		improve through			-Student daily	
			APC		drafts	
		college and career				
		preparatory	SAL/DH		-Student	
		lessons/activities/			revisions	
		tasks that	Resource/Contact			
		promote high			-Student	
		levels of thinking.	PLCs		portfolios	
			District			
			(Writing Team,			
		Action Steps	Supervisors,			
			Writing			
			Resources,			
			Academic			
		Before the unit	Coaches, and			
		-Create norms.	DRTs)			
			C 11 4			
		-Unpack an	Generalist			
		assessment and				
		rubric.				
			How Monitored			
		-Set SMART	How Monitored			
			-PLC logs			
		of instruction.	-FLC logs			
		or mstruction.	-Classroom walk-			
		-Decide on a	throughs			
		way to pre-assess	unougns			
			Springboard			
			Walk-Through			
			Observation Form			
		pre-assessment	Cosci vanon rollii	 -		
		•	-Conferencing			
			while writing			
			walk-through tool			

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anchor activities (for coaches)
teachers
will use to
assess students'
understanding
along the way to
the assessment.
the assessment.
-Reflect on
barriers and
successes from
the year before.
-Look at student
assessment
exemplars
(previous
(previous students'
assessments if
available).
available).
Visit de marine
-Visit the pacing
guide and
determine the
pacing for the
unit. The state of
-Decide on
common
terminology to
terminology to use with students
and during PLC
discussions.
anocustions.
-Look at the
grammar
gidillia
instruction
opportunities provided in
provided in
the unit and
determine their
potential usage.
-Decide on
which vocabulary

	terms need to be		
	taught during the		
	taught during the		
	unit.		
	-Discuss the		
	-Discuss the		
	student's		
	curriculum		
	checklist.		
	CHECKHSt.		
	-Determine how		
	the PLC would		
	like to grade the		
	ince to grade the		
	assessments in		
	order for there to		
	be consistency		
	among grade		
	inong grade		
	levels		
	During the unit		
	-Determine:		
	Betermine.		
	77.71		
	What is		
	working?		
	Is there a need		
	is there a need		
	to enrich the		
	instruction?		
	How?		
	TT		
	What isn't		
	working?		
]	<u> </u>		
	Is there a need		
	is there a need		
	to supplement		
	the instruction?		
	How?		
I			
]	A 41		
	Are the needs		
	of our ELL/		
	SWD students		
	being met?		
	oomg met:		

How can			
civics be			
added into			
instruction?			
instruction?			
Is there a			
need for a			
demonstration			
classroom			
and/or teacher			
swap?			
Swap:			
-Conduct a pacing			
-Conduct a pacing			
check.			
-Bring anchor			
activities (artifacts)			
to assess student			
understanding.			
-Discuss effective			
student placement			
(If plausible discuss			
how classroom			
now 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.			
differentiate.			
-Plan higher order			
thin limited order			
thinking questions.			
[
-Discuss portfolio			
implementation			
(Success/Barriers).			
-Discuss baseline			
date/data from			
anchor activities/			
21101101 4001 (10105)			

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

data from EAs.		
-Determine whether		
teachers want to		
add additional		
criteria to the EA		
rubric.		
D. 150		
-Discuss additions		
to the writer's checklists.		
CHECKHSIS.		
-		
During the		
assessment		
-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)		
F		
A fter all		
After all assessments have		
been scored_		
uccii scorca		
l l		

-Reflect on the		
unit.		
-Reflect on the		
Continue C		
effectiveness of		
the PLC (survey).		
-Revisit		
portfolios.		
-Identify the		
skills students		
struggled with		
suuggieu witti		
and determine		
which activities		
in further lessons		
will readdress		
the skills needing		
to be retaught or		
strengthened.		
-Recognize		
successes and		
successes and		
celebrate.		
In the classroom		
During the		
lessons, teachers:		
-Post essential		
questions and		
daily objectives.		
-Explicitly		
reference		
connections		
between the		
following:		
following: essential		
essential		
questions, daily		
objective, and		
assessment.		

 <u> </u>		
-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.		
-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:			
1 1			
-Understand the			
criteria which			
will be used to			
evaluate their			
work.			
-Understand the			
purpose of the			
lesson and its			
connection to the			
assessment.			
assessment.			
Think mides the			
-Think critically			
and creatively.			
-Actively draw			
upon prior			
knowledge			
and use that			
knowledge to			
connect with			
lesson goals.			
1 1			
-Know when,			
why, and how			
to use strategies			
when appropriate			
free of teacher			
support.			
bupport.			
-Collaborate			
within structured			
grouping			
grouping.			
-Self assess			
- Sell assess			
understanding of			
content.			
[., , .]			
-Use academic			
vocabulary in			

1					
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 85% to 88%.	of Performance:*	2013 Expected Level of Performance:*			
		written and oral responses. After the lessons, teachers: -Post exemplars of student workSelf reflect on lessons.			

Writing/Language Arts Professional Development Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

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)		
	6-8	Teacher		Through Spring 2013	PLC logs turned into administration	Brent McBrien-Principal
		Resource/ Contact Rep	Language Arts Teachers		Walk-throughs	David Streeter-APC
		LA DH/SAL	PLC-grade level and vertical team	as		Matt Spychala-SAL

PLC Facilitators

PLC facilitators

Academic Coach

Differentiated Instruction

Springboard Pacing	6-8	Teacher		Through Spring 2013	PLC logs turned into administration	Brent McBrien-Principal
		Resource/ Contact Rep	Language Arts Teachers		Walk-throughs	David Streeter-APC
		LA DH/SAL	PLC-grade level and vertical team	as		Matt Spychala-SAL
						PLC Facilitators
		PLC facilitators	5			
		Academic Coac	ch			

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance	1.1	1.1 <u>Tier 1</u>	1.1	1.1	1.1	
	-Attendance	The school will			Instructional Planning	
	committee needs	establish an			Tool Attendance/	
	to meet on a	attendance			Tardy data	
	regular basis	committee	the Principal on a monthly			
	throughout the	comprised of	basis and shared with		Ed Connect	
	school year.	Administrators,	faculty.			
		guidance				
	-Need support	counselors,				
	in building and	teachers and other				
	maintain the	relevant personnel				
	student database.	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		ĺ		[
		intervention form (SB 90710) The		ĺ		[
		(SB 90/10) The attendance		ĺ		[
	1			I		1
i		committee meets				

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

2012 Current	2013 Expected Number of Students			
with Excessive	with Excessive			
Unexcused	Unexcused Absences	_		
Absences				
	(10 or more)			
(10 or more)				
99	89			
	2013 Expected			
Number of Students with	Number of			
Unavaugad	Students with			
Excessive raidles	Unexcused Excessive			
(10 or more)_	<u>Tardies</u>			
	(10 or more)			
4				
4	3			

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

1.2	1.2 <u>Tier 2/3</u>	1.2	1.2	1.2	
		Schools develop on their		Instructional Planning Tool	
attendance	5-10 days of unexcused	own Attendance committee	will monitor the data		
committee action		reviews the outcomes of	for the targeted group		
		plans that address students	of students.		
students with 5-10	school, the administration	with 5-10 unexcused			
days of unexcused		absences and/or unexcused			
absences and/or		tardies.			
unexcused tardies.	the absences and may				
	notify the parents and				
	guardians via mail that				
	future absences/tardies				
	must have a doctor note				
	or other reason outlined				
	in the Student Handbook				
	to receive an excused				
	absence/tardy and must				
	be approved through an				
	administrator. A parent-				
	administrator-student				
	conference is scheduled				
	and held regarding these				
	procedures. The goal of				
	the conference is to create				
	a plan for assisting the				
	students to improving his/				
	her attendance/tardies.				
1.3.	1.3.	1.3.	1.3.	1.3.	

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Strategy does not require a professional development or PLC activity. PD Content /Topic Grade Level/ PD Facilitator PD Participants Strategy for Follow-up/Monitoring Person or Position Responsible for Target Dates and Schedules 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) EdLine 6-8 Asst. Principal School-wide Pre-planning (August 2012) Random check of EdLine postings Ann Wilson-Assistant Principal Attendance Procedures and Social Worker School-wide Pre-planning (August 2012) Review attendance reports monthly Ann Wilson- Assistant Principal Intervention Strategies Guidance Sherri Murphy- Guidance Counselor Counselor

Juliet Johnson-Social Worker

End of Attendance Goals

Please note that each

Suspension Goal(s)

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

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

Teachers need to have common school-wide expectations and rules and provide expectations behavior. **Teachers need to have common school-wide expectations and rules and provide expectations and rules and provide expectations behavior. **Teachers need to have common school-wide expectations and rules and provide expectations and rules and provide expectations and rules, set behavior. **Teachers need to have common school-wide expectations and Spirit with special provide expectations and rules, set behavior. **Teachers need to have common school-wide rise in methods for leaching and reinforcing the school-wide rules and expectations. **Providing teachers with resources for continued leaching and reinforcement of **Teaching and reinforcement of **Teachin	1 Sugnangian 11	
have common school-wide expectations and rules and provide explicit instruction to students for appropriate classroom behavior. Administration Administration will review data on Office Discipline data monthly. Administration Referrals ODRs and out of school suspensions, ATOS data monthly.	1. Suspension	
school expectations and rules. These will be carried out through PLC's. -Administrators conduct walkthroughs using a walk-through	have common school-wide expectations and rules and provide explicit instructio to students for appropriate classroom	

-The data is shared with Leadership Team at a monthly meeting, tracking the overall improvement of the faculty.		
-Where needed, administration conducts individual teacher walk- through data chats.		

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of			
1. The total number of In-School Suspensions will decrease by 10%.		In- School Suspensions			
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.					
3. The total number of Out-of-School Suspensions will decrease by 10%.					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.					
	743	668			

2012 Total Number	2013 Expected			1		
of Students	Number of Students					
	Suspended					
Suspended	<u>Justica</u>					
In-School	<u>In -School</u>					
271	h 42					
271	243					
2012 Number of	2013 Expected					
Out-of-School	Number of					
Suspensions	- tumoer or					
	Out-of-School					
	Suspensions Suspensions					
362	325					
βυ Δ	P ∠ S					
2012 Total Number	2013 Expected					
of Students	Number of Students					
Suspended	Suspended					
Out- of- School	Out- of-School_					
Out of School	Out of School					
173	1 = 1					
172	154					
 	1.2.	1.2. <u>TIER 2</u>	1.2.	1.2.	1.2.	
	1.2.	1.2. 1121. 2	1.2.	1.2.	1,2.	
	L	I	L	L		
	Few opportunities		Social Worker- Juliet Johnson		Attendance Data, Discipline Data,	
	exist for students	created and implemented			Progress Reports, FAIR Data.	
	to connect and	to identify and support		quarterly to identify areas		
	establish mentoring	struggling students, based		of improvement and		
		on academic need, behavior		areas of need.		
		need, and/or attendance need.				
	1.3.	1.3.	1.3.	1.3.	1.3.	
<u> </u>						

Suspension Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD Content /Topic		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
and/or PLC Focus		PLC Leader	senoor wide)	meetings)		
Strategies from Teach Like a Champion	6-8	On site PLC Leader	School-wide, during subject PLC's.	Every two months during subject PLC.	PLC Facilitators and the PSLT/ Behavior Committee will support PLCs to design and implement classroom management strategies acquired through the book study.	walk throughs
Strategies from Spirit Whisperer	6-8	On site	School-wide, during subject PLC's.	Every two months during subject PLC.	PLC Facilitators and the PSLT/ Behavior Committee will support PLCs to design and implement classroom	Administration and guidance walk-throughs

management strategies acquired through

the book study.

End of Suspension Goals

Dropout Prevention Goal(s)

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

PLC Leader

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

Dropout	Problem-				
Prevention	solving				
Goal(s)	Process to				
	Dropout				l
	Prevention				

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

	i	i	1		i		
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Dropout	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dropout Prevention Goal #1:							
*Please refer to the percentage of students							
who dropped out							
during the 2011-2012							
school year.							
	2012 Current	2013 Expected					
	Dropout Rate:*	Dropout Rate:*					
Enter narrative for the goal in this box.							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.		1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic

Grade Level/ Subject

PD Facilitator

PLC Leader

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)

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools - Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement	Problem-			
Goal(s)	solving			
	Process			
	to Parent			
	Involveme			
	nt			

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1:							
	level of Parent	2013 Expected level of Parent Involvement:*					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Goal(s)	solving Process to Parent Involveme nt						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier			data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	level of Parent	2013 Expected level of Parent Involvement:*					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic

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

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

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

and/or PLC Leader

meetings)

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

	Problem-			
Additional Coal(s)	Solving			
Additional Goal(s)	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
areas in need of improvement:				How will the evaluation tool data be used to determine the effectiveness of strategy?		
1. Health and Fitness	1.1.	1.1.	1.1.	1.1.	1.1.	
Goal	Students do not		. n.c		Student schedules	
	lead a healthy	Middle School students will	APC	Checking student schedules		
	lifestyle.	engage in the	Guidance		Master schedules	
		equivalent	Duit a situ a 1			
		of one class period per day	Principal			
		of physical				
		education for one semester				
		of each year				
		in grades 6				
		through 8				

Health and Fitness Goal #1	2012 Current	2013 Expected					
	Level :*	Level:*					
During the 2012-2013 school							
year, the number of students scoring in the "Healthy Fitness							
Zone" (HFZ) on the Pacer	1						
for assessing aerobic capacity							
and cardiovascular health will							
increase from 58% on the							
Pretest to 65% 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							
Posttest.							
		65%					
		0570					
	58%						
	30 /0						
		1.2.	1.2.	1.2.	1.2.	1.2.	
			Health and physical activity	Dringingl's designed De	Data on the number of	DACED test commonant of the	
			Health and physical activity initiatives developed		Data on the number of students scoring in the	PACER test component of the FITNESSGRAM PACER for	
			and implemented by the		Healthy Fitness Zone	assessing cardiovascular health.	
			Principal's designee- Dave		(HFZ)		
		1.3.	Nelson. 1.3.	1.3.	1.3.	1.3.	
		1.3.	1.5.	1.5.	1.5.	1.5.	
			Five physical education	Physical Education Teacher	Classroom walk-throughs	PACER test component of the	
			classes per week for a			FITNESSGRAM PACER for	
			minimum of one semester per		Class schedules	assessing cardiovascular health.	
			year with a certified physical education teacher.				
		ļ	education teacher.				

Health and Fitness Goals Professional Development

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

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

PD Content /Topic

Grade Level/

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

Subject

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

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

Continuous Improvement Goal(s)

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

\mathcal{E}_1			 		
	Problem-				
Additional Coal(s)	Solving				
Additional Goal(s)	Process to				
	Increase				
	Student				
	Achieveme				
	nt				

Based on the analysis of school data, identify and define areas in need of improvement 1. Continuous Improvement Goal 1. I.		i	i			1	i e	ı
data, identify and define areas in need of improvement: L1. L								
Improvement Goal Still confusion on how the Plan-Do-Act model works. Still some resistance to staff members attending PLCs and/or arriving on time to meetings. Plan-Do-Check-Act model for units of instruction. The leadership bear will become trained on the use Brent McBrien-Principal of the PLC "Unit of Instruction" Leadership Team log that follows the Plan-Do-Check-Act model. Subject Area Leaders Administrators will review PLC logs and provide feedback. Administrator walk-throughs of PLCs. Administrator walk-throughs of PLCs. Administrator walk-throughs of PLCs. Administrator walk-throughs of PLCs.	data, identify and define			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the			
	Improvement Goal	-Still confusion on how the Plan-Do-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings.	The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leaders will guide their PLC's through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership	Who Brent McBrien-Principal Leadership Team Subject Area Leaders How -Administrators will review PLC logs and provide feedbackAdministrator walk-throughs	Feedback from Subject Area Leaders and Administrators	1.1.		

Continuous Improvement	2012 Current	2013 Expected					
Goal #1:	Level :*	Level :*					
The percentage of teachers							
who strongly agree with the							
indicator that "teachers meet							
on a regular basis to discuss their students' learning,							
share best practices, problem							
solve and develop lessons/							
assessments that improve student performance (under							
Teaching and Learning)" will							
increase from 40% in 2012 to							
60%							
In 2013.							
	40%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.4.	1.4.	1.4.	1.2.	1.4.	
		-Not enough time	-Teachers of same subject	<u>Who</u>	PLC surveys will be		
		to meet in PLCs.	will be given common planning time.	Administrators	administered to teachers every nine weeks.		
				rammistrators	every fiffic weeks.		
			On occasion, faculty meetings will be divided into				
			subject area meetings, to	How			
			include PLCs.				
		1.3.	1.3.	Master Schedule 1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

PD Content /Topic Grade Level/ Subject

el/

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

End of Additional Goal(s)

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

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

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

NEW Reading Florida Alternate Assessment Goals

	 				I		
	A.1.	A.1.	A.1.	A.1.	A.1.		
Alternate							
Assessment:							
Assessment.							
Students scoring							
proficient in							
reading (Levels 4-							
0)							
9).							
D 1: G 1.1	2012 G	2012 F					
Reading Goal A:	2012 Current	2013 Expected Level of					
	Level of	Level of Performance:*					
	Performance:*	Performance:*					
1	ĺ						
1	ĺ						
					1.0		
		A.2.	A.2.	A.2.	A.2.	A.2.	
	ĺ						

		A.3.	A.3.	A.3.	A.3.	A.3.	
	3.1.	B.1.	B.1.	B.1.	B.1.		
Alternate							
Assessment: Percentage of							
students making							
Learning Gains in							
reading.							
Reading Goal B: 2	2012 Current evel of	2013 Expected Level of Performance:*					
	Performance:*	Performance:*					
Enter narrative for the goal in this box.							
85 m m 50m.							

	B.2.	B.2.	B.2.	B.2.	B.2.	
	2.4					
	В.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier		How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

C. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
proficient in Listening/						
Speaking.		Soo				
		See				
		Reading				
		ELL Goal				
		5C.1,				
		5C.2, 5C.3 and 5C.4				
		and 5C.4				
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
The percentage of students scoring proficient on the 2013						
Listening/Speaking section of						
the CELLA will increase from 68% to 71%.						
0070 to 7170.						
	68%					
	00 /0					

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.2	1.2	1.2
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
level text in a manner similar to						
non-ELL students.			Who and how will the fidelity be	How will the evaluation		
			monitored?	tool data be used		
			inomtoreu.	to determine the		
				effectiveness of strategy?		
D. Students scoring	2.1.	2.1.	2.1.		2.1.	
2. 2		F***		[· · ·		
proficient in Reading.						
		See				
		DCC				
		h				
		Reading				
		rteading				
		TII Cool				
		ELL Goal				
		5C.1,				
		PC.1,				
		5C.2, 5C.3 and 5C.4				
		DC.2, DC.3				
		land 5 <i>C</i> 4				
		and SC.4				
		l				
		l				
1	I	I		I		

CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading:					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 21% to 24%						
	21%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
proneiene in Williams.		See				
		Reading				
		ELL Goal				
		5C.1,				
		5C.2, 5C.3 and 5C.4				
		and 5C.4				
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing:					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA						
will increase from 28% to 31%.						
	28%					
		2.2.	2.2.	2.2.	2.2.	2.2.

ſ		2.2	2	2.2	n 2	2.2
- 1		2.3	2.3	2.3	2.3	2.3
- 1						

NEW Math Florida Alternate Assessment Goals

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

Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

	G.1.	G.1.	G.1.	G.1.	G.1.	
Alternate Assessment:						
Percentage of						
students making Learning Gains in mathematics.						
Learning Gains in						
mathematics.						
Mathematics Goal	2012 Current Level of	2013 Expected Level of Performance:*				
<u>G:</u>	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						

	G.2.	G.2.	G.2.	G.2.	G.2.	
	G.3.	G.3.	G.3.	G.3.	G.3.	

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

Geometry EOC Goals	Problem- Solving Process to Increase Student Achieveme nt				
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	

H. Students scoring in	1.1.	1.1.	1.1.	1.1.	1.1.	
the middle or upper third						
the middle or upper third (proficient) in Geometry.						
(proficient) in Geometry.						
Geometry Goal H:	2012 Current	2013 Evnected Level				
Geometry Goal H:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	<u> </u>				
Enternmenting for the coal's the						
Enter narrative for the goal in this box.						
box.						

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier						
to "Guiding Questions", identify and define areas in need of			XX/l 1: 11 41	How will the evaluation tool			
and define areas in need of			Who and how will the	How will the evaluation tool			
improvement for the following			fidelity be monitored?	data be used to determine the			
group:				effectiveness of strategy?			
I. Students scoring in the	2.1.	2.1.	2.1.	2.1.	2.1.		
upper third on Geometry.							
upper time on Geometry.							
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	

	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle	Problem-			
and High Science	Solving			
Goals	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of student achievement data, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
"Guiding Questions", identify and define areas in need of improvement for the following group:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	100	
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.	
	2012 Comment	2012 Famout 1				
Science Goal J: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*				

data for current level of performance in this	Enter numerical data for expected level of performance in this box.					
	J.2.	J.2.	J.2.	J.2.	J.2.	
	J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
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		

K. Students scoring in	1.1.	1.1.	1.1.	1.1.	1.1.		
the middle or upper third							
the middle or upper third (proficient) in Biology.							
7							
Biology Goal K:	2012 Current	2013 Expected					
1	Level of Performance:*	Level of Performance:*					
	criormance.	r criormance.					
Enter narrative for the goal in this box.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2	1.2	1.2	1.2	1.2	
		1.3.	1.3.	1.3.	1.3.	1.3.	
I	I	I	I	I	ľ		1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	2.1.	2.1.		2.1.	

Biology Goal L:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

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

5.6. 331. 4.1	M.1.	M.1.	M.1.	h x 1	h.r. 1		1
	M.1.	M.1.	M.1.	M.1.	M.1.		
Alternate							
Assessment:							
Students seeming							
Students scoring							
at 4 or higher in							
at 4 or higher in writing (Levels 4-9).							
1							
1							
1							
Writing Goal M:	2012 Current Level of Performance:*	2013 Expected					
-	of Performance:*	<u>Level of</u>					
		Performance:*					
Enter narrative for the goal in this box.							
in this box.							
1							
1							
1							
1							
		M.2.	M.2.	M.2.	M.2.	M.2.	
1		M.3.	M.3.	M.3.	M.3.	M.3.	
1							
1							
	ı						

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

STEM Goal(s) Based on the analysis of school data, identify and define	Problem-Solving Process to Increase Student Achievement Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
areas in need of improvement:			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
	1.1.	1.1.	1.1.	1.1.	1.1.
Expand use of appropriate technologies, such as probeware, simulations (Gizmos), and others for learning.	Need common planning time for math, science, ELA and other STEM teachers		PLC or grade level lead -Subject Area Leaders		Logging number of project- based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

	Robotics Classes.	6 1 1 11 11	throughs	Logging number of project- based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.
time for math, science, ELA and other STEM	1.3. 7th Grade Math Gifted/Honors classes will participate in Castle Challenges that incorporate technology.		throughs	1.3. Logging number of project-based learning in math per nine weeks. Share data with teachers.

STEM Professional Development

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

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

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	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
Project-based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration
Robotics Training	7-8	District	Science Teachers	On-going	Administrator walk-throughs	Administration

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 End of STEM Goal(s)

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
	transportation to meet before/ after school.	Increase student participation in CTSO competitions/ events.	Fellows, Sue Barnett	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
Increase the student membership from 5 in 2011-2012 to 15 in 2012-2013.					
	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)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

Subject

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

PLC Leader meetings)

CTSO.

Establishing or growing a 6-8 Log of events and attendance District CTE Teachers October, 2012 CTE Contact Teacher

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		,
Priority	Focus	XPrevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

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

Final Amount Spent		