# Florida Department of Education



School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

## **PART I: SCHOOL INFORMATION**

School Name:	District Name:
W. G. Pierce Middle School	Hillsborough
Principal:	Superintendent:
Henry Lefler	MaryEllen Elia
SAC Chair:	Date of School Board Approval:
Size chan.	
Paula Haggerty	

## **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)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains, Lowest
		Certification(s)	Current School	Administrator	25%), and AMO progress along with the associated school year)
Principal	Henry Lefler	Social Science 5-9;	3	12	Pierce Middle School
		ESOL; Educational			
		Leadership			11/12; C
				10/11; C 72% AYP	
					09/10; B 85% AYP
					08/09: C 74% AYP
					Williams Middle Magnet School
					08/09: A 97% AYP
					07/08: A 100% AYP
					06/07: A 97% AYP

Assistant Principal	Agnes Tanon	BS Biology, Secondary Ed, 6-12. MA Education	6	6	Pierce Middle School
1		Leadership.			11//12 C
					10/11; C 72% AYP 09/10: B 85% AYP
					08/09: C 74% AYP 07/08: C 67% AYP
					06/07: C 69% AYP
Assistant	Michael Pursley	B.A. Physical	10	3	Pierce Middle School
Principal		Education. MA Education Leadership			11/12 C
					10/11; C 72% AYP
					09/10: B 85% 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)

Math	Carla Baskett	Math5-9, Gifted	3	3	Pierce Middle School
					11/152 C
					10/11; C 72% AYP
					09/10: B 85% AYP
Reading	Karen Campbell	Elementary Ed 1-6, English 5-9, ESOL,	15	5	Pierce Middle School
		Reading			11/12 C
					10/11; C 72% AYP
					09/10: B 85% AYP
					08/09: C 74% AYP
					07/08: C 67% 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 effective.	
	Depending on the needs of the teacher, one or more of the following strategies are implemented.
	<u>Administrators</u>
	Meet with the teachers throughout the year to discuss progress on:
10 out of field	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 m ber of In str uc tio nal Sta ff	% of Fir st-Ye ar Te ach ers	% of Te ach ers with 1-5 Yea rs of Exp erie nce	% of Te ach ers with 6-14 Yea rs of Exp erie nce	% of Te ach ers with 15+ Yea rs of Exp erie nce	% of Te ach ers wi th Ad van ced De gre es	% Hi gh ly Qu alif ied Te ac her s	% Re ad ing En dor sed Te ach ers	% Na tio nal Bo ard Ce rtif ied Te ac her s	% ES OL End orse d Tea cher s
82	7% (6)	21 % (17)	40 % (33)	32 % (26)	42 % (36 )	88 % (75	15 % (13 )	0	35 % (30)

## **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

John	Angel	The district-	Weekly
Gambino	Arroyo,	based	visits to
	Katherin	mentor	include
	Catania,	is with	modeling,
	Hayle	the EET	co-
	Dowell,	initiative.	teaching,
	Ashley	The mentor	analyzing
	Novitski,	has strengths	student
	Amber	in the	work/data,
	Venning,	areas of	developing
	Rosalba	leadership,	assess
	Soto, Maura	mentoring,	ments,
	Leslie	and	conferen
		increasing	cing and
		student	problem
		achievement.	solving.

## **Additional Requirements**

#### **Coordination and Integration-Title I Schools Only**

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

#### Title I, Part A

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

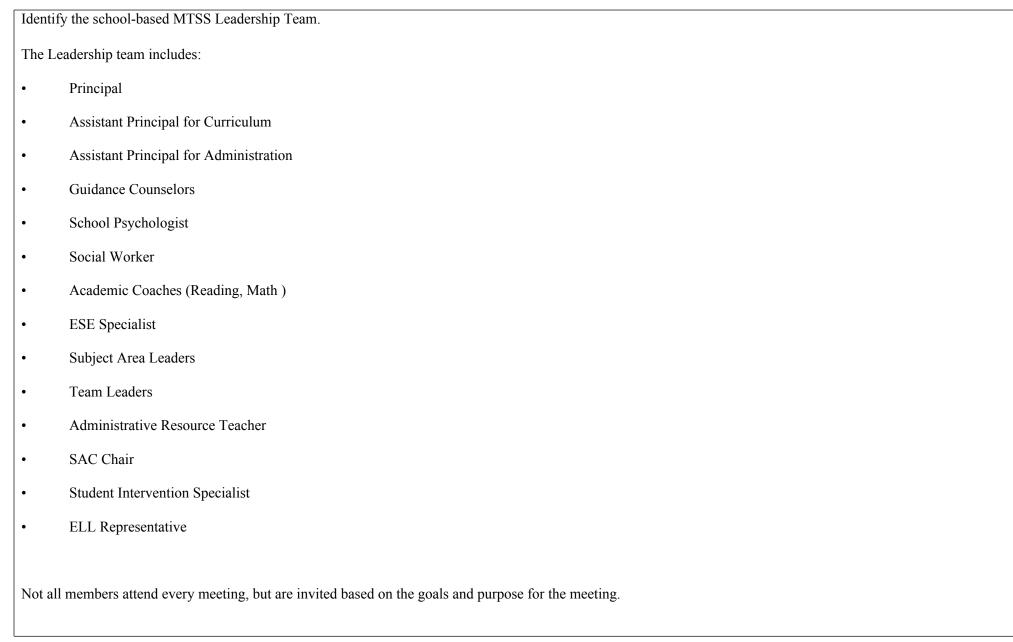
Title

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

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

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

School-Based MTSS/RtI Team



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

The purpose of the core Leadership Team is to:

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

The Leadership team meets monthly. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; inschool surveys)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported

to the Leadership Team/PSLT)

- o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team

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.
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies.
- 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 in multiple areas curriculum content, behavior, and attendance
  - o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - o Develop and target interventions based on confirmed hypotheses.
  - o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
  - o Each PLC develops PLC action plan for SIP strategy implementation and monitoring

- o 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 Reports/ Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability: Semester and EOC exams	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science including baseline and periodic common assessments.	Scantron Achievement Series PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

2012-2013 School Improvement Plan (SIP)-Form SIP-	201	12-2013	School Im	provement 1	Plan (	(SIP)	-Form	SIP-	1
---	-----	---------	-----------	-------------	--------	-------	-------	------	---

#### Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring		
Extended Learning Program (ELP)* 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		
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers		

Describe the plan to train staff on MTSS.

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

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

. In order to support MTSS in our schools, we will:

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

## **Literacy Leadership Team (LLT)**

#### School-Based Literacy Leadership Team

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

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

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

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

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

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

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

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

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

#### NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

## \*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.

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 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 reading coach is the chairperson of the committee, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year.

Each PLC is responsible for reviewing their students' literacy data as well as their core subject 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.

2012-2013 School Improvement Plan (SIP)-Form SIP-1
Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.
*High Schools Only
Note: Required for High School-Sec. 1003.413(g)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?
Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S.  Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

## PART II: EXPECTED IMPROVEMENTS

## **Reading Goals**

Reading Goals	Problem- Solving Process to Increase Student 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	

	L.	L. a a	T	I	L a mars	
1. FCAT 2.0: Students	1.1.		1.1.	1.1.	1.1. FAIR	
scoring proficient in		reading strategy				
reading (Level 3-5).		across all content	Who	Teachers reflect on lesson	Common assessments	
reading (Level 3-5).		areas		outcomes and use that to drive	Common assessments	
	Teachers are			Cotonies and use that to drive	T T :4/-14	
		D 1:		future instruction	Unit/chapter test	
	varying levels of					
	understanding	comprehension	Administration	Use the online grading system	Teacher made tests	
		improves with		data to calculate their students		
			Reading coach\			
	is rolling out	in complex text.		Progress towards their		
	this school year	Teachers need to	Sals	individual and PLC SMART		
	for all content	understand how to		goal		
	teachers.	select and identify	PLC facilitators	ľ		
		complex text,	ĺ			
		shift the amount	How			
		of informational		PLC discusses and uses date to		
		text used in their		chart progress towards goal.		
		curriculum, and share		chart progress towards goal.		
			r LC icon on internal			
		complex text with all				
		students	Administration and coach	<b>L</b>		
			rotate through all PLCS	Leadership team receives data		
			listening for complex text	and uses to determine SMART		
			discussion	goal and if to go to PSLT		
D 1: C 1//1	2012 C	2012 E				
Reading Goal #1:	2012 Current	2013 Expected Level		1		1
	Level of	of Performance:*				
	Performance:*					
1				1		1
1				1		1
			ĺ			
In grades 6-8, the percentage of			ĺ			
Standard Curriculum students			ĺ			
scoring at a Level 3 or above on			ĺ			
the 2013 FCAT2.0 Reading will			ĺ			
increase from 38% to 39%						
	200/	200/				
	38%	39%				
	Γ ΄ ΄ ΄					

1.2.	1.2.Common Core reading	1.2.	1.2.	1.2. FAIR	
	strategies across al content				
T111-4	areas	XXII	Tb	C	
Teahers knowledge		Who	Teachers reflect on lesson outcomes and use that to	Common assessments	
base of this strategy	Oti	A 3::44:		TT-:4/-144	
needs professional	Questions of all types	Admisnitration	drive future instruction	Unit/chapter test	
development.	and levels are necessary to scaffold students	D Ji b	TT 4h1i di	Teacher made tests	
Training for this		Reading coach	Use the online grading		
strategy is being	understanding of compl;ex		system data to calculate their		
rolled out this school year 12-13.	text. Teachers need to understand and how to	SAL	students		
year 12-13.		PLC facilitators	D 4d- 4b-i		
Ti-i i- f11	,	PLC facilitators	Progress towards their individual and PLC SMART		
Training is for all content teachers	dependent questions .				
content teachers	Student reading		goal		
		How-			
	with students being able to				
		PLC logs uploaded on PLC icon	DLC discusses and uses date		
		U 0 1	to chart progress towards		
	grappling with complex		goal.		
		PLC receive feedback from	goai.		
		administration			
	assists the students with a	administration			
		Reading Coach walk throughs	T 4 1 - : - 4		
		and observations	Leadership team		
	incuming.	and observations	receives data and		
	All content teachers	L			
		coaching cycle	uses to determine		
	implementation.		SMART goal and		
	F		if to go to PSLT		
			prio go io i SLI		

		1.3.	1.3.Common core reading	1.3.Who	1.3.	1.3.	
			strategy across all content				
			areas		Tanahara raflaat on laggan	EAID	
1					Teachers reflect on lesson	FAIR	
1			T 1	La estada	outcomes and use that to		
			Teachers need to	Adminsitration	drive future instruction	Common assessments	
			understand how to design				
			and deliver a close	Reaindg coach	Use the online grading	Unit/chapter test	
			reading lesson. Student		system data to calculate their	1	
			reading comprehension	SALs	students	Teacher made tests	
			increase with students				
			is engaged in a close	PLC facilitators	Progress towards their		
			reading instruction		individual and PLC SMART		
			using complex text.		goal		
			These include multiple		Bour		
			reading of a passage,	How			
				How			
1			asking higher order text	DI GI	DI C II		
			dependant questions,	PLC logs on internal ICON	PLC discusses and uses date		
			writing in response to	l	to chart progress towards		
			reading, and engaging	Admin and reading coach walk-	goal.		
			in text based classed	throughs			
			discussion. All content				
			teachers are responsible	Reading coach coaching cycles			
			for implementation.		Leadership team		
					receives data and		
					uses to determine		
					SMART goal and		
					if to go to PSLT		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier		ľ				
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			
1 '				effectiveness of strategy?			
group:				1			
2. FCAT 2.0: Students	2.1	2.1.	2.1.	2.1.	2.1.		
scoring Achievement							
	Soo gools 1.2 am						
Levels 4 or 5 in reading.	See goals 1,3, an						
Panding Goal #2:	2012 Current	2013 Expected Level					
Reading Goal #2:	Level of	of Performance:*					
		of f citofillance.					
	Performance:*						
1							
In ared as 6.9 the margants							
In grades 6-8, the percentage				l	1		
of Standard Curriculum students							
scoring above grade level on the				l	1		
FCAT 2.0 2013 Reading will							
increase from 14% to 15%							

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

	14%	15%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:  3. FCAT 2.0: Points for	Anticipated Barrier 3.1.	Strategy 3.1.Student	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?  3.1	Student Evaluation Tool  3.1.		
students making Learning Gains in reading.	teacehrs are at varying levels of understanding and knowledge	achievement increases when teachers use on going student data to differentiate instruction  Within PLCs before instruction and during instruction on new content. Teachers will use previous data from other assessments and class work and performance to di for grouping and delivery.  After instruction, teachers will reflect and use student data	Administration Instructional coaches SAL PLC facilitators How PLC logs on ICON		FAIR Common assessments Unit/chapter test		

<u> </u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8, the percentage of all							
Current students making learning gains on the 2013 Reading							
FCAT 2.0 will increase from 58 points to 60 points.							
	58 pts						
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
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 group:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	varying levels of understanding	Student achievement improves through	Who Administration How	Tracking participation of coach in PLC meetings  Tracking of coach interactions with teachers co-teaching and planning, modeling, observing,	4.1.  FAIR  Common assessments  Unit/chapter test  Teacher made tests	
		individual teacher using the teacher's past and present data. The reading coach will rotate through all plcs to				
		*facilitate lesson planning that embeds rigorous tasks  *facilitate development, writing selection of higher order text dependant questions  *facilitate the identification and selection of common core assessments				

	68 pts	71 pts			
In grades 6-8, all standard curriculum students in th bottom quartile making learning gains on the 2013 Reading FCAT 2.0 will increase from 61 points to 62 points.	Performance:*	of Performance.*			
Reading Goal #4:		2013 Expected Level of Performance:*			

		4.2.	4.2.Intervention classes	4.2.Who	4.2.	4.2.	
			Students' comprehension	Administration	See 4.1		
			improves when they are	n r o i			
			receiving supplemental instruction on targeted	Reading Coach			
			skills that are not at the	PLC facilitator			
			mastery level.				
				How			
			Reading teachers are teaching the skills and	Review of pre and post data on			
			strategies that have not	skills not mastered			
			been mastered yet for students to be successful	Dete shets among DI C and			
			in their grade level content	Data chats among PLC and lessons shared for remediation.			
			classes. Reading coach				
			is giving grade level and skill specific pre and post				
			common assessments .				
			Teachers are				
			Intervention classes with Reading coach have				
			developed a pacing guide				
			based on student need as illustrated on the 2012				
			Reading FCAT.				
		4.3	4.3.	4.3.	4.3.	4.3.	
		G	THE CL.	Grand Barrell	C. I. (F. I. d. T. I.		
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			Who and how will the	How will the evaluation tool			
and define areas in need of improvement for the following			fidelity be monitored?	data be used to determine the			
subgroup:				effectiveness of strategy?			
		l .					

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

Reading Goal #5A:  Enter narrative for the goal in this	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
box.							
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	Indian:	American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5D Faanamiaally	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
	DD.1.	DD.1.	DD.1.	DB.1.	ВВ.1. 		
Disadvantaged students							
not making satisfactory							
progress in reading.							
progress in reading.							
Reading Goal #5B:	2012 Current	2013 Expected Level					
Reading Goal #3D.	Level of	2013 Expected Level of Performance:*					
	Performance:*	of i crioimance.					
	i criormanee.						
Enter narrative for the goal in this		ĺ		I	l		
box.				l			
				l			
				l			
				l			
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		DD.2.	DD.2.	DB.2.	DB.2.	υ <b>D</b> .∠.	
		ĺ		I	l		
		ĺ		I	l		
				l			
		ĺ		I	l		
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		Ī,					
				l			
				l			
		ĺ		I	l		
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier	Ī		I	l		
to "Guiding Questions", identify		ĺ	XVI 4 I: 11 41	Managariti dha analandina ( )	l		
and define areas in need of		ĺ	Who and how will the	How will the evaluation tool	l		
improvement for the following				data be used to determine the			
subgroup:				effectiveness of strategy?			
· S r							

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

5C English Language	5C.1	5C.1	5C.1	5C.1	5C.1	
5C. English Language	BC.1	JC.1	DC.1	PC.1	PC.1	
Learners (ELL) not						
making satisfactory			Who_	Teacher Level	-FAIR	
progress in reading.		comprehension			l	
		of course	-School based	-Teachers reflect on lesson	-CELLA	
	in our student	content/standard	Administrators	outcomes and use this		
	is of high	improves through		knowledge to drive future		
	priority.	participation in	-District Resource	instruction.	L	
	m	the Cognitive	Teachers	l	During the Grading	
	The majority	<u>Academic</u>	Eggs B	-Teachers use the on-line	<u>Period</u>	
	of the teachers	<u>Language</u>	-ESOL Resource	grading system data to		
	are unfamiliar	<u>Learning</u>	Teachers	calculate their students'	-Core curriculum end	
	with this	Approach (GAZZA)		progress towards their PLC	of core common unit/	
	strategy. To	(CALLA) strategy	F	and/or individual ELL	segment tests with data	
	address this	across Reading,		SMART Goal	aggregated for ELL	
	barrier, the	Language Arts,	How_	Dr. Gr. 1	performance	
	school will	Math, Social		PLC Level		
	schedule	Studies and	-Administrative and	TT : 4 : 1: :1 1 . 1		
	professional	Science.	EDT -11 /11	-Using the individual teacher	1	
	development		ERT walk-throughs	data, PLCs calculate the		
	delivered by			ELL SMART goal data		
	the school's	A -4: C4	form from:	across all classes/courses.		
	ERT.	Action Steps	The CALLA	-PLCs reflect on lesson		
	Tooghara	-ESOL Resource	<u>The CALLA</u> <u>Handbook,</u> p. 101,	outcomes and data used to		
	-Teachers		Table 5.4 "Checklist	drive future instruction.		
	of CALLA is	Teacher (ERT) provides	for Evaluating CALLA	drive future instruction.		
	not consistent	professional	Instruction.	-ERTs meet with Reading,		
	across core	development to	mstruction.	Language Arts, Social		
	courses.	all content area		Studies and Science PLCs		
	courses.	teachers on how		on a rotating basis to assist		
	-ELLs at	to embed CALLA		with the analysis of ELLs		
	varying levels	into core content		performance data.		
	of	lessons.		performance data.		
	01	10330113.		- For each class/course,		
	English	-ERT models		PLCs chart their overall		
	language	lessons using		progress towards the ELL		
	acquisition and			SMART Goal.		
	acculturation is			January Goul.		
	not consistent	-ERT observes		Leadership Team Level		
	across core	content area				
	courses.	teachers using		-PLC facilitator/ Subject		
		CALLA and		Area Leader/ Department		
	Administrators	provides feedback,		Heads shares ELL SMART		
	at varying	coaching and		Goal data with the Problem		

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

skill levels	support.	Solving Leadership Team.	
regarding use			
of CALLA/	-District Resource	-Data is used to drive	
in order to	Teachers	teacher support and student	
effectively	(DRTs) provide	supplemental instruction.	
conduct a	professional	The state of the s	
CALLA	development to	-ERTs meet with RtI team to	
	all administrators	review performance data and	
walk-through.	on how to conduct	progress of ELLs (inclusive	
	walk-through fidelity checks for	of LFs)	
	use of CALLA.		
	use of CALLA.		
	-Core content		
	teachers set		
	SMART goals		
	for ELL students		
	for upcoming		
	core curriculum		
	assessments.		
	-Core content		
	teachers administer		
	and analyze ELLs		
	performance on		
	assessments.		
	-Teachers		
	aggregate data		
	to determine the		
	performance of		
	ELLs compared to		
	the whole group.		
	-Based on data core		
	content teachers		
	will differentiate		
	instruction to		
	remediate/enhance		
	instruction.		

<u> </u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
	_						
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier			Strategy 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

	T	len i	I	len i	I ·	
5D. Students with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not						
making satisfactory	-Need to	<u>Strategy</u>	-Need to provide a	<u>Strategy</u>	-Need to provide a school	
progress in reading.	provide		school organization		organization structure	
	a school	SWD student		SWD student achievement	and procedure for regular	
	organization	achievement	for regular and on-	improves through the	and on-going review of	
	structure and	improves through	88	effective and consistent	students' IEPs by both	
	procedure for	the effective		implementation of	the general education and	
		and <u>consistent</u>		students' IEP goals,	ESE teacher. To address	
	going review	<u>implementation</u>		strategies, modifications,	this barrier, the APC will	
	of students'	of students' IEP	address this barrier, the	and accommodations.	put a system in place for	
	IEPs by both	goals, strategies,	APC will put a system		this school year.	
	the general	modifications, and	in place for this school	-Throughout the school		
	education and	accommodations.	year.	year, teachers of SWD		
	ESE teacher.			review students' IEPs		
	To address this			to ensure that IEPs are		
	barrier, the	the school year,		implemented consistently		
		teachers of SWD		and with fidelity.		
	system in place	review students'		T 1 4 4		
		IEPs to ensure		-Teachers (both		
	year.	that IEPs are		individually and in PLCs)		
		implemented		work to improve upon		
		consistently and		both individually and		
		with fidelity.		collectively, the ability		
		-Teachers (both		to effectively implement IEP/SWD strategies and		
		individually and		modifications into lessons.		
		in PLCs) work		inodifications into lessons.		
		to improve upon				
		both individually				
		and collectively,				
		the ability to				
		effectively				
		implement IEP/				
		SWD strategies and				
		modifications into				
		lessons.				
	1	1	I	I	1	

	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
The second of SWD coning							
The percentage of SWD scoring proficient/satisfactory on the 2013							
FCAT/FAA Reading will increase							
from 92% to 93%.							
10111 9270 10 9370.							
<b>.</b>							
	92%	93%					
	r <b>-</b> / <b>u</b>						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

# **Reading Professional Development**

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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		
Differentiated Instruction	6-8	-Subject Area Leaders	All teachers	meetings) -On-going	Classroom walk-throughs	Administration Team
		-Course specific	Faculty Professional Development	-Demonstration classrooms	Optional peer teacher observations	Instructional Coaches
			and on-going PLCs			Subject Area Leaders
		-Reading Coach				
Identifying and Creating Text-Dependent Question		Reading Coach and Subject Area	All teachers	On-going	Classroom walkthroughs	Administration Team
to Deepen Reading Comprehension (K-12)		Leaders	Faculty Professional Development	Instructional Coaches		
			and on-going PLCs			Subject Area Leaders
Designing and Delivering a Close Reading	g Grades 6-8	Reading Coach and Subject Area		On-going	Classroom walkthroughs	Administration Team
Lesson Using in-Depth Questioning (K-12)		Leaders	Faculty Professional Development			Instructional Coaches
			and on-going PLCs			Subject Area Leaders
SWD Co-Teaching	6-8	DRT	ESE Teachers	On-going	Classroom walkthroughs	Administration Team
			General Ed Teachers			DRT
ELL Strategies	6-8	English Language	PLCs All teachers	On-going	Classroom walkthroughs	Administration Team
		Learner Resourc Teacher (ERT)	<sup>e</sup> Faculty Professional Development			
		, ,	and on-going PLCs			
1 CRISS Follow-Up	6-8	Reading Coach	All teachers	1 per 9 weeks	Coaching, observation, walkthroughs	Reading Coach

# 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	

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

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.	
scoring proficient in					l .	
mathematics (Level 3-5).	Lack of common		<u>Who</u>	Teacher Level	2-3x Per Year	
	planning time	this strategy is	L			
	to discuss best	to strengthen the	-Principal	-Teachers reflect on lessons	Formative Exams	
	practices before	core curriculum.		during the unit citing/using		
	the unit of	Students' math	-APC	specific evidence of learning		
	instruction.	skills will		and use this knowledge to		
		improve through	-Math Resource		Semester Exams	
	-Lack of commor	teachers using	Teachers			
	planning time	<b>Differentiated</b>		-Teachers maintain their		
	to identify and	Instruction (DI)	-Subject Area	assessments in the on-line		
	analyze core curriculum	as a result of the		grading system.		
	assessments.	problem-solving	Leaders	grading system.		
	assessificitis.	model.		-Teachers use the on-line	During Grading Period	
	-Lack of planning		How_	grading system data to	Daining Grading 1 Cridd	
	time to analyze	Action Steps:		calculate their students'	-Chapter Tests	
	data to identify	Action Steps.	-PLC notes uploaded	progress towards the goals	-Chapter rests	
	best practices.	1. PLCs will	to the appropriate	developed in their PLC.	Danahmark mini	
			area on Pierce	developed in their FLC.	-Benchmark mini	
	- Need additional	create common	Internal and turned		assessments	
	training to	assessments	in to administration.	_		
	implement effective PLCs.	and vary the	Administration will	DLC/D		
	effective PLCs.	type of question	provide feedback.	PLC/Department Level		
	- Teachers at	when needed to		4.0		
	varying levels of	accommodate	-Classroom walk	-After each assessment,		
	implementation	varying learning	through observing this	PLCs will ask the following		
	of Differentiated	styles.	strategy.	questions:		
	Instruction (both		Strategy.			
	with the low	2. PLC teachers	-Evidence of strategy	1. How are we using data to		
	performing and	instruct students	in teachers' lesson	inform our instruction?		
	high performing	using the core	plans seen during			
	students).	curriculum,	administration walk	2. What barriers to		
	1	incorporating	through	implementation are we		
		DI strategies	unrougn	facing and how will we		
		from their PLC		address them?		
		discussions.				
				3. To what degree are we		
		3. Teachers bring		making progress towards		
	1	assessment data		our goals?		
		back to the PLC's.				
				4. Are there skills that need		
		4. Based on		to be re-taught in a whole		
		the actual data,		lesson to the entire class?		
		teachers discuss				
		strategies that were		5. Are there skills that need		

. cc :	. 1 . 1		i
	to be re-taught as mini-		
	lessons to the entire class?		
5. Based on			
the actual data,	6. Are there skills that need		
	to be re-taught to targeted		
	students?		
a) decide what			
skills need to be re-			
taught in a whole			
lesson to the entire	Leadership Team Level		
class	Deadership Team Level		
	-PLC facilitator/ Subject		
b) decide what	Area Leader/ Department		
skills need to be	Area Leader/ Department		
	Heads shares data with the		
	Problem Solving Leadership		
	Team.		
for the whole class			
c) decide what			
skills need to be re-			
taught to targeted			
students.			
6. Teachers provide			
Differentiated			
Differentiated			
Instruction to			
targeted students			
(re-teach and			
recovery/			
remediation and			
enrichment)			

Mathematics Goal #1:		2013 Expected Level of Performance:*			
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 42% to 45%	Performance:*				
	42%	45%			

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

		1.2	1 2	1.2	1 2	1 2
		1.2.	1.2.	1.2.	1.2.	1.2.
		Lack of buy-in	Target Practice	Who	Teacher Level	2-3x Per Year
		from all faculty				
			Action Steps:	-Principal	-Teachers will monitor	Formative Exams
		area teachers			results of classroom	
		not assessing	PLCs will design	-APC	assessments and bring	
		student work in	lessons that target		results to PLC meetings	
		the classroom and	areas of need based on	-Math Resource Teacher	to decide what skills need	Semester Exams
		evaluating the	FCAT results and or		to be targeted	
		results.	classroom assessments.	-Subject Area	_	
					PLC/Department Level	Γ
				Leaders	*	During Nine Weeks
					- PLCs will design the	
				How	lessons to be presented	Students completed
					to the faculty based on	assignments brought to
				-Classroom walk-through	information brought by	subject-area classroom.
				observing this strategy.	teachers.	
				the state of the s		
				-Evidence of strategy in	- PLCs will review	
				teachers' lesson plans seen	FCAT data to determine	
					what areas need to be	
				through.	addressed during Target	
				inough.	Practice.	
					ractice.	
					Leadership Team Level	
					Leadership Team Level	
					-Lead team will meet to	
					discuss effectiveness of	
					target practice based on	
					observations and teacher	
					feedback.	
					recuback.	
		1.3.	1.3.	1.3.	1.3.	1.3.
		1	1		1	
Dogad on the on-lessing factor 1	A méini 4 - 3	Stuct	Eddier Charle	Stuatogy D-4- Chl	Student Evel4: T	<del>                                     </del>
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	Darrier					
and define areas in need of				How will the evaluation tool		
improvement for the following				data be used to determine the		
group:				effectiveness of strategy?		
Ç 1					1	

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

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in	- Teachers	Strategy:	Who	Teacher Level	2-3x Per Year	
mathematics.	are at varying	Strategy.	WIIO	Teacher Level	2-3x i ei i eai	
matnematics.	skill levels	Tier 1 – The	-Administration Team	-Teachers plan lessons with	Formative Exams	
	with Costas	purpose of this	-Administration Team	Costa Level Questioning in	Politiative Exams	
		strategy is to	-AVID Coordinator	mind.		
		strengthen the	FA VID Coordinator	illilia.		
		core curriculum.	Cubiast Aras I as dara	-Teachers will communicate	Compostor Evons	
		Students' math	-Subject Area Leaders	with AVID coordinator to	Semester Exams	
	- PLC meetings		-Math Resource	increase comfort level with		
		improve through		and knowledge of Costa	<del>-</del> 1	
			Teacher			
	on higher order			Level Questioning.		
	questioning	in <u>Costa Level</u>		DLC/Dagagement Lassal		
		Ouestioning As	тт.	PLC/Department Level		
	upcoming	a result, there	<u>How</u>	M (I D		
	lessons.	will be increased	XX7 11 .41 1 1 1	-Math Resource teacher		
		use of higher	-Walk through by	will discuss results of walk-		
	<b>.</b>	level questions	administration.	through with individual		
		versus lower level	*** 11 .1 1.1	teachers.		
		questions for	-Walk through by		During Grading Period	
		both teachers and	AVID coordinator	-PLCs will design lessons		
		students.	n		-Student work	
	of higher		-Discussion in PLCs	Questioning.	a	
	order thinking/	<b>-</b>	to increase the		-Cornell notes	
	Costas level		effectiveness of the	-PLCs will meet with AVID		
	questioning.	Action Steps:	use of Costa Level		-Formal and informal	
			Questioning in the	knowledge and use of AVID	observations	
			math classroom.	strategies.		
		designs and plans				
		training for staff.	L	Leadership Team Level		
		Demonstration				
		classrooms are		-AVID coordinator will		
		identified and		communicate with teachers		
		training schedule		regarding effectiveness of		
		designed for staff.		Costas Level questioning as		
				a result of walk-through and		
		<ol><li>As a professional</li></ol>		Cornell notes used by AVID		
		development		students.		
		activity, PLCs				
		study Costa Level		-Administration will gauge		
		Questioning		the effectiveness of the use		
		techniques.		of Costas Level Questioning		
				techniques as a result of		
		3. Teachers		walk through.		

	i	•	
implement lessons			
using Costa Level			
Questioning.			
[			
4. AVID			
coordinator			
provides an in-			
service to Math			
PLC.			
5. As a professional			
development			
development			
activity, PLCs use			
the data to discuss			
techniques that	1	l	
were successful.			
6. Based on the			
data, PLCs use			
the problem-			
the problem-			
solving process			
to determine next			
steps of Costa			
Level Questioning			
techniques.			
·			
7. PLCs record			
their work on the			
PLC logs/PODS	1	l	
1 10 10 50/1 0 10 5			
0 Walls than als			
8. Walk-through			
by Math Resource			
Teacher includes,			
on the assessment			
forms, different	1	l	
levels of Costa			
and review with			
teacher will include			
discussions on	1	l	
those.		I	

Mathematics Goal #2:		2013 Expected Level			
_		of Performance:*			
	Performance:*				
In grades 6-8 the percentage of					
Standard Curriculum students					
scoring a Level 4 or higher on the					
2012 FCAT math will increase					
from 16% to 19%.					
	1.00/	100/			
	16%	19%			

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

Г	2	h a	2.2	h a	h a	
	.2.	2.2.	2.2.	2.2	2.2.	
	strategy:	Who		.2-3x Per Year		
	Students with an	-APC	Teacher Level	Formative Exams		
F	CAT level of 3					
		-Instructors in the	-Teachers check rosters to			
		Research Classes	insure students are correctly			
	ounty-approved		scheduled.	Semester Exams		
	esearch class.	-SAL				
	escuren class.	SIL	-Research class teachers			
		-Math Resource	design and implement	<del>-</del>		
		Teacher	curriculums including			
		1 eacher	rigorous content.	<del>-</del>		
	Action Steps:			During Nine Weeks		
			PLC/Department Level	During Nine Weeks		
1	. Students will		rlc/Department Level	G. 1		
		How_	C 1 1 1 DI C 31	-Student work		
	Research Classes		-Grade level PLCs will			
b				-Formal and informal		
				observations.		
	. Instructors		curriculum in Research			
	f Research	-Walk through by	classes.	-Chapter tests		
		Administration.		<b>^</b>		
	ounty-provided		Leadership Team Level	-mid-year assessments		
		Administration (see	*	y		
		IDEAS AVID World	-Administration will work			
		Icon) This form	with Math Resource Teacher			
		10011) 11113 101111	to correctly place students.			
		demonstrates statements	to correctly place students.			
Si		use of vocabulary	-Administration will ensure			
		and higher levels of				
			rigorous content through			
	kills will improve		informal walkthroughs.			
		Walk through by Math				
St	tudents in the	Resource Teacher				
a <sup>·</sup>	ppropriate level	included on the				
		assessment forms the				
l l		different levels of				
		Costa used and review				
		with teacher.				
2			2.3	2.3	2.3	
	.3	2.3	2.3	2.3	2.3	

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:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning						
gains in mathematics.	-Lack of	Strategy:	Who	Teacher Level	2-3x Per Year	
gams in mathematics.	resources for	Strategy.	VV IIO	reacher Ecver	2-5x 1 Ct 1 Cdt	
	all teachers		- Principal	-Teachers are responsible for	-Benchmark mini	
	an teachers		Timoipui	•	assessments	
	-Teachers at	Tier 1 – The	- Math SAL	needed in the classroom.	assessments_	
		purpose of this	man or the	needed in the classicoin.	-Semester exams	
		strategy is to	- Technology Specialist	-Teachers will plan lessons	Semester ename	
		strengthen the		including technology.	-Formative assessments	
	use in the	core curriculum.	- Math Resource			
	classroom.	Students' math	Teacher	-Teachers will use common		
		skills will improve		assessments developed in		
		through the use		grade-level PLCs.		
	at varying	of <u>technology</u>				
		and hands-		-Teachers are responsible for	During Grading Period	
	of the intent of	on activities to		learning the necessary skills		
	the NGSSS	implement the	How	for using technology in the	-Benchmark mini	
		Next Generation		classroom.	assessments	
	-Lack of		-PLC logs turned into			
	infrastructure	Standards.	the appropriate folder	- Teachers will review	-Semester exams	
	to support		in Pierce Internal and	assessment data for positive		
	technology			trends at a minimum of once		
				per nine weeks.		
	-Lack of	Action Steps:	Administration			
	technology		provides feedback.	PLC/Department Level		
	hardware	1. As a				
		Professional	-Classroom walk-	- PLCs will meet and		
				teachers will discuss the		
			strategy.	percentage of student		
		PLCs, teachers		success based on prior		
		spend time sharing,	<b>L</b>	years' data.		
		researching,		DI Co. III donion		
		teaching, and modeling		-PLCs will design lessons incorporating		
		technology and				
		hands-on strategies.		technology and the use of manipulatives.		
		nanus-on strategies.		mampulatives.		
		2. PLC teachers		Leadership Team Level		
		instruct students		Dadoromp Tourn Dever		
		using the core		-Leadership is responsible		
		curriculum,		for supplying the technology		
		incorporating		needed for each math		
		strategies from		classroom.		
		their PLC				

	discussions.	-Leadership is responsible		
		for planning trainings to		
	3. At the end of	improve knowledge in areas		
	the unit, teachers	of technology.		
	give a common			
	assessment			
	identified from the			
	core curriculum			
	material.			
	material.			
	4. Teachers bring			
	assessment data			
	back to the PLCs.			
	back to the FLCs.			
	5. As a			
	Professional			
	Development			
	activity, teachers			
	use data to discuss			
	strategies that were			
	effective.			
	6. Based on			
	data, PLCs use			
	the problem-			
	solving process			
	to determine next			
	steps of planning			
	technology and			
	hands-on strategies.			
	7. PLCs record			
	their work in the			
	PLC folders on			
	Pierce Internal.			
	rierce internar.			
		1	1 1	

Mathematics Goal #3:  Points earned from students making learning gains on the 2013 FCAT Math will increase from 64 points to 67 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	64 pts	67 pts					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		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:	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		

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
1	7.1.	7.1.	π.1.	7.1.	[	
students in Lowest 25%	T 1 .	G	XX 71	T 1 T 1		
making learning gains in		Strategy:	Who_	Teacher Level	2-3x Per Year	
mathematics.	varying skill	TP* 1 TPL .	T 1	T 1	Farmati a tanta	
	levels with the		Teacher		Formative tests	
	FCIM model.	purpose of this		during the unit citing/using	l l	
	т 1		Principal	specific evidence of learning	l l	
	- Teachers'	strengthen the		and use this knowledge to	l l	
			APC	drive future instruction.	l l	
		Students' math	Mad Dana Tarahan	The all the second states all the	l l	
				-Teachers maintain their	l l	
	consistent	through teachers		assessments in the on-line	During Conding Books	
			Math SAL	grading system.	During Grading Period	
	classes.	strategy on		Toochors use the on line	Danahmark mini	
	Looker	identified tested benchmarks(middle		-Teachers use the on-line	-Benchmark mini	
	- Lack of			grading system data to	assessments	
	common	school usually uses		calculate the average unit	Hait and/an Camant	
		this as bell work).		assessment score for all their	<u> </u>	
	to develop/ identify		-PLC logs turned into administration.	students per class/course.	assessments	
	PLC based		Administration	-Teachers chart their	l l	
				students' individual progress	l l	
	mini lessons and mini	<b>-</b>		towards mastery.	l l	
	and mini assessments	Action Steps:	-Classroom walk-	towards mastery.		
	(using	Action Steps.		PLC/Department Level		
	curriculum	1. Through	strategy.	FLC/Department Level	l l	
		data analysis of		-PLCs discuss how to report	l l	
	materials)	FCAT, baseline		and share the data with the	l l	
		data, classroom	be reviewed every nine		l l	
	on-going	assessments	weeks.	Leadership Team.	l l	
		and student		-Data is used to identify	l l	
		performance,		effective activities in future	l l	
		PLCs identify	tool will be the PLC	lessons.	l l	
	- Lack of	essential tested	calendars/timeline/			
	common	benchmarks for		-PLCs adjust calendar	l l	
				when necessary and design	l l	
		need reinforcement		assessments to recheck or	l l	
	lesson data.	and/or remediation.		mastery.	l l	
	Tooli dam.		Teacher.			
	- Lack of	2. As a		Leadership Team Level		
		Professional				
	of when	Development	Γ	-Leadership Team		
	and how to	activity in their		determines and maintains a		
		PLCs, teachers		school-wide data system to		
		identify and/or		track student progress.		

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

District pacing	assessments for benchmarks. PLCs use a combination of District and school-generated mini lessons/ assessments.	-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership TeamPSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future		
	5. As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the timeline/ calendar. Based on mini assessment data, skills are moved to a maintenance or re- teaching schedule.  6. PLCs record their work in logs.			

	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 66 points to							
69 points.							
	66 pts						
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A.1.	5A.1.	5A.1.	5A.1.	5A.1.		
White:	See goals 1, 3 & 4					
Black:						
Hispanic:						
Asian:						
American Indian						
	Barrier  2011-2012  5A.1.  White: Black: Hispanic:	2011-2012 2012-2013  5A.1. 5A.1.  White: See goals 1, 3 & 4  Black: Hispanic: Asian:	## Who and how will the fidelity be monitored?    2011-2012	Barrier  Who and how will the fidelity be monitored?  How will the evaluation tool data be used to determine the effectiveness of strategy?  2011-2012 2012-2013 2013-2014 2014-2015  5A.1. 5A.1. 5A.1. 5A.1.  White: See goals 1, 3 & 4  Black:  Hispanic:  Asian:	## Barrier   Who and how will the fidelity be monitored?   How will the evaluation tool data be used to determine the effectiveness of strategy?    2011-2012   2012-2013   2013-2014   2014-2015   2015-2016    5A.1.   5A.1.   5A.1.   5A.1.   5A.1.   5A.1.   5A.1.    White: See goals 1, 3 & 4   Black:   Hispanic:   Asian:	## Barrier   Who and how will the fidelity be monitored?   How will the evaluation tool data be used to determine the effectiveness of strategy?    2011-2012   2012-2013   2013-2014   2014-2015   2015-2016   2016-2017    5A.1.   5A.1.   5A.1.   5A.1.   5A.1.   5A.1.   5A.1.    White: See goals 1, 3 & 4   Black:   Hispanic:   Asian:

Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data as of 9/12/12 per Office of School Improvement							
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	Indian:	American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
		<i>511.3.</i>	VI 1.J.	Z. 1. J.	ν. <b></b> .		

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 be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data as of 9/12/12 per Office of School Improvement							
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	A 41 1 1	64 4	ET LE CL 1	St. A. D. C. I.			
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			XX/b = === 4  b ======:11  4 s =	(T			
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			• -	effectiveness of strategy?			
subgroup:							

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

l

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

1				
skill levels	professional	-Data is used to drive		
regarding use	development to	teacher support and student		
	all administrators	supplemental instruction.		
in order to	on how to conduct			
effectively	walk-through	-ERTs meet with RtI team to		
conduct a	fidelity checks for	review performance data and		
CALLA	use of CALLA.	progress of ELLs (inclusive		
fidelity check		of LFs)		
	-Math teachers	ŕ		
	set SMART goals			
	for ELL students			
	for upcoming			
	core curriculum			
	assessments.			
	-Math teachers			
	administer and			
	analyze ELLs. In			
	particular, teachers			
	aggregate data			
	to determine the			
	performance of			
	ELLs compared to			
	the whole group.			
	-Based on data			
	math teachers			
	differentiate			
	instruction to			
	remediate/enhance			
	instruction.			

Mathematics Goal #5C:	2012 Current	2013 Expected Level			
	Level of	of Performance:*			
	Performance:*				
No data as of 9/12/12					
per Office of School					
Improvement					

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

5C.2.	5C.2.	5C.2.	5C.2.	5C.2	5C.2	
]	0.2.	J C.2.		50.2	JC.2	
Improving the	-Improving the	ELLs (LYA, LYB &	Who	Teacher Level	Ov nor your	
proficiency of		LYC) comprehension	WIIO	reacher Level	2x per year	
ELL students	students in our	of course content/	-School based	-Teachers reflect on	District Baseline and Mid-	
in our student	student is of high		Administrators	lesson outcomes and use	Year Testing	
is of high	priority.	math through the use		this knowledge to drive	rear resumg	
priority.	p = = = = = ,	of the district's on-	-District Resource Teachers	future instruction.		
[	The majority of	line program A+Rise		interest months were on.	<u> </u>	
-The majority		located on IDEAS	-ESOL Resource Teachers	-Teachers use the on-line	Semester Exams	
of the math	are unfamiliar	under Programs for		grading system data to		
teachers are	with this strategy.	ELL.		calculate their students'		
	To address this			progress towards their		
this strategy.	barrier, the school		<u>How</u>	PLC and/or individual	During the Grading Period	- 1
To address	will schedule			ELL SMART Goal		
this barrier,	professional	Action Steps_	-Administrative and		-Core curriculum end of core	
the school	development			PLC Level	common unit/ segment tests	
will schedule	delivered by the		ERT walk-throughs looking		with data aggregated for ELL	
professional	school's ERT.		for implementation of A+	-Using the individual	performance	
development			Rise strategies.	teacher data, PLCs		
delivered by	-Math teachers	development to all		calculate the ELL		
the school's	implementation	math area teachers on		SMART goal data across		
ERT.	of A+ Rise is not	how to access and use		all classes/courses.		
Math tanahaw	consistent across core courses.	A+ Rise Strategies for ELLs at <a href="http://">http://</a>		DIG G 4 1		
implementatio		arises2s.com/s2s/ into		-PLCs reflect on lesson		
of A+ Rise is	-Administrators	math lessons.		outcomes and data used to		
not consistent	at varying skill	mam iessons.		drive future instruction.		
across core	levels regarding	- ERT models lessons		-ERTs meet with Math		- 1
courses.		using A+ Rise		PLCs on a rotating basis		
courses.		Strategies for ELLs.		to assist with the analysis		
-Administrator	sconduct an A+	Charegies for EEEs.		of ELLs performance		
at varying		- ERT observes content		data.		
skill levels	walk-through.	area teachers using				
regarding use	1	A+Rise and provides		-For each class/course,		
of A+ Rise		feedback, coaching and		PLCs chart their overall		
in order to		support.		progress towards the ELL		
effectively				SMART Goal.		
conduct an A+		- District Resource				
Rise fidelity		Teachers (DRTs)		Leadership Team Level		
check walk-		provide professional				
through.		development to all		-PLC facilitator/		
		administrators on		Subject Area Leader/		
		how to conduct walk-		Department Heads shares		
		through fidelity checks		SMART Goal data with		

	1	1		
5C.3	for use of A+ Rise	the Problem Solving		
	Strategies for ELLs.	Leadership Team.		
-Lack of				
understanding		-Data is used to drive		
that math		teacher support and		
teachers can		student supplemental		
provide ELL		instruction.		
accommodat				
ions beyond		-ERTs meet with RtI team		
FCAT testing.		to review performance		
l citi woung.		data and progress of ELLs		
-Bilingual		(inclusive of LFs)		
Education		(merasive of Ers)		
Paraprofe				
ssionals at			l	
varying levels				
of expertise				
in providing				
heritage				
language				
support.				
-Allocation	l			
of Bilingual				
Education				
Paraprofession				
al dependent on				
membership of	1			
ELLs.	l			
ELLS.				
-Administrators				
at varying	]		l	
levels of				
expertise in				
being familiar			l	
with the ELL				
Program			l	
guidelines				
and job			l	
responsibilities				
of ERT and				
Bilingual				
paraprofessiona				
paraprofessiona	1			
Щ.	l l			

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

5C.3	5C.3	5C.3	5C.3	5C.3
-Lack of	ELLs (LYA, LYB &	Who	Analyze math core	2x per vear
understanding	LYC) comprehension		curriculum and district	
	of course content/	-School based	level assessments for	District Baseline and Mid-
can provide ELL	standards improves	Administrators	ELL students. Correlate	Year Testing
accommodations	through participation in		to accommodations	
beyond FCAT	the following day-to-	-ESOL Resource Teachers	to determine the most	L
testing.	day accommodations		effective approach for	
	on core content and		individual students.	Semester Exams
-Bilingual	district assessments in			
Education	math:	<u>How</u>		<b>⊢</b>
Paraprofessionals		1,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
at varying levels	-Extended time (lesson	-Administrative and		During the Grading Period
of expertise in	and assessments)	EDTil- 4hhin		-Core curriculum end of core
providing heritage		ERT walk-throughs using the walk-throughs look		
language support.	-Small group testing	for Committee Meeting		common unit/ segment tests
-Allocation	-Para support (lesson	Recommendations. In		
of Bilingual	and assessments)	addition, tools from the		
Education	and assessments)	RtI Handbook and ELL		
Paraprofessional	-Use of heritage	RtI Checklist, and ESOL		
dependent on	language dictionary	Strategies Checklist can be		
membership of	(lesson and	used as walk-through forms		
ELLs.	assessments)			
-Administrators				
at varying levels				
of expertise in				
being familiar with				
the ELL Program				
guidelines and job				
responsibilities of ERT and Bilingual				
paraprofessional.				
paraprofessional.	Į		ļ	

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

5C.4	5C.4	5C.4	5C.4	5C.4
-Improving th	e ELLs (LYA, LYB &	Who	Teacher Level	2x per vear
	ELL LYC) comprehension	WHO	Teacher Bever	<u> </u>
students in ou		-School based	-Teachers reflect on	District Baseline and Mid-
school is of h		Administrators	lesson outcomes and use	Year Testing
priority.	in math through		this knowledge to drive	- ···· - ·····························
	teachers working	-ESOL Resource Teachers	future instruction.	
-Teachers nee				Γ
support in dri		-PLC Facilitators	Teachers use the on-line	Semester Exams
down their co	re learning. Specifically,		grading system data to	
assessments t	the they use the Plan-Do-		calculate their students'	L
ELL level.	Check-Act model to		progress towards their	
	structure their way	<u>How</u>	PLC and/or individual	During the Grading Period
	of work for ELL		ELL SMART Goal	
	students.	PLC logs (with specific		-Core curriculum end of core
		ELL information) for like	PLC Level	common unit/ segment tests
		courses/grades.		with data aggregated for ELL
	1		-Using the individual	performance
	Action Steps		teacher data, PLCs	
	l		calculate the ELL	
	-Teachers use		SMART goal data across	
	time during PLCs		all classes/courses.	
	to reinforce and		DI Com Control Incom	
	strengthen targeted		-PLCs reflect on lesson	
	ELL effective teaching		outcomes and data used to	
	strategies (CALLA and A+ Rise) in order to	1	drive future instruction.	
	integrate them into the		-ERTs meet with Math	
	math lessons.		PLCs on a rotating basis	
	man 10350115.		to assist with the analysis	
	-Teachers use		of ELLs performance	
	time during PLCs		data.	
	to reinforce and			
	strengthen targeted		- For each class/course,	
	ELL Differentiated		PLCs chart their overall	
	Instruction lessons		progress towards the ELL	.[
	using the district		SMART Goal.	
	provided ELL			
	Differentiated		Leadership Team Level	.[
	Instruction binders		_	
	(provided by the ELL		-PLC facilitator/	
	Department) in math.		Subject Area Leader/	
			Department Heads shares	
	-PLCs generate		SMART Goal data with	

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

SMART goals for ELL students for upcoming units of instruction.  PLCs/teachers plan for upcoming lessons/units similar upgeted CALLA, A+ Ries strategies and Differentiated Instruction strategies based on ELLs needs.  PLCs math Reachers plan for accommodations assessment.  When conducting diata analysis on core curriculum content and assessment.  When conducting diata analysis on anticipated analysis of student analysis of student analysis of student analysis of student accommodations for arguent ITL students plan for a students and progress of a student analysis of student analysis of students and progress of the ELL diata.  Based on the analysis of student analysis of students are accommodations and accommodation and accommodations are accommodations and accommodation and accommodations are accommodations and accommodation and accommod							
Based on the analysis of student achievement data, and reference to "Civiling Questions", identity and define areas in seed of a Barrier to "Civiling Questions", identity and define areas in seed of Elastonia areas in seed of Elastonia surjection in succession and progression and the searchers plan for accommodations for accommodation for accommodations							
PILCs/teachers plan for upcoming lessons/units sing targeted CALLA, Ar Rise strategies and Differentiated Instruction strategies based on ELLs needs.  PLCs madult reachers plan for accommodations for account and assessment.  When conducting data analysis on accoverage the ELL data.  Based on the analysis of student surjected ELL students sing the resources from CALLA, Ar Rise, and Differentiated instruction binders.  Based on the analysis of student achievement data, and reference achievement data achievement data and reference achievement data achievement da						Leadership Team.	
P.P.C.s*leachers plan for upcoming lessons/units using targeted CALLA, A+ Rice strategies and Differentiated Instruction student supplemental instruction.  -ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)  -ERTs meet with Rtl team to review performance data and progress of ELLs (inclusive of LFs)  -P.L.Cs math teachers plan for occo-commodations for core curriculum content and assessment.  -When conducting data analysis on core curriculum assessment.  -When conducting data analysis on greater than the ELL data.  -Based on the data, P.L.Cs*teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rice, and Differentiated instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identity and define areas in need of improvement for the following are the fidelity be monitored?  Who and how will the monitored?				units of instruction.			
per						-Data is used to drive	
per				-PLCs/teachers plan for		teacher support and	
Sased on the analysis of student achievement data, and reference to "Guiding Questions", identity and define areas in need of improvement of the following and progress of and Differentiated Instruction strategies and Differentiated Instruction strategies based on ELLs needs.  PLCs math teachers plan for accommodations for core curriculum content and assessment.  When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  PBased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement of the following areas of the content of the following and the proposed of the struction binders.  Strategy Brainers Strategy Strategy Barrier to "Guiding Questions", identify and define areas in need of improvement of the following and the proposed of the struction binders.  PRETS meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and progress of ELLs (inclusive of LFs)  FERTS meet with RtI team to review performance that and p							
A+ Rise strategies and Differentiated Instruction strategies based on ELIs needs.  PLCs math teachers plan for accommodations for core curriculum content and assessment.  -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PlCs/teachers plan interventions for argeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following and the material of the following and the most of the following and the will the evaluation tool data be used to determine the following the following and the determine the strategies and progress of ELLs students under a data and progress of ELLs students and progr							
and Differentiated Instruction strategies based on ELLs needs.  PLCs math eachers plan for execummodations for core curriculum content and assessment.  -When conducting data analysis on core curriculum sassesments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for argreted ELL students using the resources from CALLA, A+ Rise, and Differentiated achievement data, and reference to "Guiding Questions", identity and define areas in need of improvement for the following and define areas in need of improvement for the following and define areas in need of improvement for the following and define areas in need of improvement for the following and define areas in need of improvement for the following and define areas in need of improvement for the following and the control of the follo							
Instruction strategies based on ELLs needs.  PLCs math teachers plan for accommodations for core curriculum content and assessment.  When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement of the following to the following to the following and the control of the following that the control of the following to the following to the control of the following that the control of th				and Differentiated		-ERTs meet with RtI team	
based on the analysis of student achievement data, and reference to "Guiding Questions"; identify and define areas in need of improvement for the following and the conduction of the following and the conduction of the following assessment.  Anticipated Strategy  Strategy  Strategy  Anticipated Based on the analysis of student achievement data, and reference to "Guiding Questions"; identify and define areas in need of improvement for the following assessment and the conduction of the fidelity be monitored?  Strategy Data Check  Who and how will the opposite the fidelity be monitored?  Indicate the FLLs (inclusive of LFs)  Alticipated and progress of ELLs (inclusive of LFs)  (inc							
PLCs math teachers plan for accommodations for ore curriculum content and assessment.  -When conducting data analysis on ore curriculum assessments, PLCs aggregate the ELL data.  -Based on the analysis of student achievement data, and reference to "Guiding Questions"; identify and define areas in need of improvement for the following of the processing							
PLCs math teachers plan for accommodations for core curriculum content and assessment.  -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following with the fidelity be monitored?  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to detention the fidelity be monitored?  How will the evaluation tool data be used to detention the fidelity be monitored?				oused on EEEs needs.		(inclusive of LFs)	
Rased on the analysis of student achievement data, and reference to "Guiding Questions"; identify and define areas in need of improvement for the following  **Anticipated Barrier**  **Strategy**  **Strategy**  **Strategy**  **Strategy**  **Strategy**  **Pice in cachers plan for accommodations for core curriculum content and assessment.  -When conducting data analysis of core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  **Strategy**  **Strategy**  **Strategy**  **Data Check**  **How will the evaluation Tool**  **How will the evaluation tool data be used to determine the effectivement of determine the effective means of a determine the effective mean				PI Cs math		inclusive of Li s)	
accommodations for core curriculum content and assessment.  -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following the state of the fidelity be monitored?  Who and how will the fidelity be monitored? Strategy and the valuation tool data be used to determine the affectiveness of fercations of the strategy of the st							
core curriculum content and assessment.  -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  **Strategy**  **Strategy**  **Strategy**  **Data Check**  **Strategy**  **Data Check**  **Student Evaluation Tool**  **How will the evaluation tool data be used to determine the affectivence of strategy**  **How will the evaluation tool data be used to determine the affectivence of strategy**  **How will the evaluation tool data be used to determine the affectivence of strategy**  **The Control of the s							
and assessment.  When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Anticipated achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following when the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the effectivenees of Estateance of Catterians and the conducting data be used to determine the effectivenees of Estateance of Catterians and the conducting data be used to determine the effectivenees of Estateance of Catterians and the conduction of the conduction and the							
-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Anticipated Barrier  Strategy Fidelity Check Strategy Data Check How will the fidelity be monitored?  How will the evaluation tool data to be used to determine the affectivenese of strategy?							
data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Anticipated Barrier  Who and how will the fidelity be monitored? How will the evaluation tool data be used to determine the effectiveness of strategy?				and assessment.			
data analysis on core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Anticipated Barrier  Who and how will the fidelity be monitored? How will the evaluation tool data be used to determine the effectiveness of strategy?				When an deating			
core curriculum assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Strategy  Fidelity Check Who and how will the fidelity be monitored? How will the evaluation tool data be used to determine the affectiveness of strategy?							
assessments, PLCs aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Anticipated Barrier  Strategy Fidelity Check Strategy Data Check Who and how will the fidelity be monitored?  How will the evaluation tool data be used to determine the fidelity area (as the target) and the fidelity of the proposed for the fidelity of the fidelity of the proposed for the fidelity of the fide							
aggregate the ELL data.  -Based on the data, PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  **Total Check**  Strategy**  **Total Check**  Who and how will the fidelity be monitored? state bused to determine the affectivences of strateny? **Total Check**  How will the evaluation tool data be used to determine the affectivences of strateny? **Total Check**  **Total C							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following    Anticipated Barrier   Strategy   Strategy   Who and how will the fidelity be monitored?   How will the evaluation tool data be used to determine the affectioners of the strategy   Strategy   Strategy   Strategy   Strategy   How will the evaluation tool data be used to determine the affectioners of the strategy							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following							
PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the affectiveness of strateny?				data.			
PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  PLCs/teachers plan interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the affectiveness of strateny?							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  interventions for targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  How will the evaluation tool data be used to determine the effectiveness of strategy?							
targeted ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  The started ELL students using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who will the evaluation tool data be used to determine the affectiveness of strategy?  Anticipated Barrier  How will the evaluation tool data be used to determine the affectiveness of strategy?							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Using the resources from CALLA, A+ Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who will the evaluation tool data be used to determine the affectiveness of strategy?							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  from CALLA, A+ Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the affectiveness of strategy?							
Rise, and Differentiated Instruction binders.  Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Rise, and Differentiated Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the affectiveness of strategy?							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Instruction binders.  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the affectiveness of strategy?							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the fidelity be monitored?				Rise, and Differentiated			
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following  Barrier  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the effectiveness of strategy?				Instruction binders.			
to "Guiding Questions", identify and define areas in need of improvement for the following  Who and how will the fidelity be monitored?  Who and how will the evaluation tool data be used to determine the affectiveness of strategy?	Based on the analysis of student		Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
and define areas in need of improvement for the following fidelity be monitored?		Barrier					
and define areas in need of fidelity be monitored?  fidelity be monitored?  data be used to determine the offectiveness of otrategy?				Who and how will the	How will the evaluation tool		
improvement for the following affectiveness of strategy?							
subgroup:							
	subgroup:						

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

	T	len i	I	len i	I	
5D. Student with	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
Disabilities (SWD) not						
making satisfactory	-Need to	<u>Strategy</u>	-Need to provide a	<u>Strategy</u>	Need to provide a school	
progress in mathematics.	provide		school organization		organization structure	
		SWD student	structure and procedure	SWD student achievement	and procedure for regular	
		achievement	for regular and on-	improves through the	and on-going review of	
		improves through	going review of	effective and consistent	students' IEPs by both	
		the <u>effective</u>		implementation of	the general education and	
		and consistent		students' IEP goals,	ESE teacher. To address	
	going review			strategies, modifications,	this barrier, the APC will	
	of students'	of students' IEP	address this barrier, the	and accommodations.	put a system in place for	
	5	goals, strategies,	APC will put a system	l	this school year.	
	the general		in place for this school	-Throughout the school		
		accommodations.	year.	year, teachers of SWD		
	ESE teacher.	Thurst 1		review students' IEPs		
	To address this			to ensure that IEPs are		
	barrier, the	the school year,		implemented consistently		
	APC will put a	teachers of SWD		and with fidelity.		
	for this school	review students' IEPs to ensure		-Teachers (both		
		that IEPs are		individually and in PLCs)		
	year.	implemented		work to improve upon		
		consistently and		both individually and		
		with fidelity.		collectively, the ability		
		with fidelity.		to effectively implement		
		-Teachers (both		IEP/SWD strategies and		
		individually and		modifications into lessons.		
		in PLCs) work				
		to improve upon				
		both individually				
		and collectively,				
		the ability to				
		effectively				
		implement IEP/				
		SWD strategies and				
		modifications into				
		lessons.				

Mathematics Goal #5D:				
No data as of 9/12/12 per Office of School				
Improvement				

5D.2. 5D.2	2	5D.2.	5D.2.	5D.2.	5D.2.	
		35.2.	33.2.	55.2.	55.2.	
l			G			
-Improving the Stra	<u>ategy/Task</u>			-Improving the		
proficiency of		proficiency of SWD in		proficiency of SWD in		
		$\mathcal{E}$		our school is of high		
school is of achie	nievement			priority.		
high priority. impr	oroves		implementation of the Plan-			
thro	ough teachers'	Teachers need support	Do-Check-Act model	Teachers need support in		
-Teachers impl		in drilling down their		drilling down their core		
				assessments to the SWD		
				level.		
down their core in or			modifications.			
assessments to carry		-General educational		-General educational		
the SWD level. asses		teacher and ESE		teacher and ESE teacher		
		teacher need consistent,		need consistent, on-going		l
		on-going co-planning		co-planning time.		l
	-	time.	<u>Actions</u>	co-pianning time.		
	diffications.		nt			
teacher			Plan			
and ESE						
teacher need			For an upcoming unit of			
	<u>tions</u>		instruction determine the			
on-going co-			following:			
planning time. <i>Plan</i>	ın					
			-What do we want our SWD			
	an upcoming		to learn by the end of the			
unit	t of instruction		unit?			
dete:	ermine the					
follo	lowing:		-What are standards that our			
	Ĭ		SWD need to learn?			
l Wh	hat do we want					l
	SWD to learn		-How will we assess these			
	the end of the		skills/standards for our			
unit?			SWD?			l
			J., 2.			l
$\lfloor w_h \rfloor$	hat are		-What does mastery look			
	ndards that		like?			l
	SWD need to		HKC:			
			What is the CMADT ===1			
learr	11111		-What is the SMART goal			l
			for this unit of instruction			l
	ow will we		for our SWD?			
	ess these skills/					l
	ndards for our					l
SWI	/D?					l
	l		Plan for the "Do"			l
-Wh	hat does					

mastery look like?	What do teachers need to do
	in order to meet the SWD
-What is the	SMART goal?
SMART goal	
for this unit of	-What resources do we
instruction for our	need?
SWD?	need:
BWD:	-How will the lessons be
	designed to maximize the
	learning of SWD?
Plan for the "Do"	
	-What checks-for-
What do teachers	understanding will we
need to do in order	implement for our SWD?
to meet the SWD	
SMART goal?	-What teaching strategies/
	best practices will we use to
-What resources do	
we need?	
	-Specifically how will
-How will the	we implement the
lessons be designed	
to maximize the	lesson?
	iesson?
learning of SWD?	What are to all are a rive
777 4 1 1 6	-What are teachers going
-What checks-for-	to do during the lesson for
understanding will	SWD?
we implement for	
our SWD?	-What are SWD student
	going to do during the lesson
-What teaching	to maximize learning?
strategies/best	
practices will we	
use to help SWD	
learn?	Reflect on the "Do"/
	Analyze Checks for
-Specifically how	Understanding and Student
will we implement	
the strategy	
during the lesson?	For lessons that have already
during the lesson?	been taught within the unit
-What are teachers	
going to do during	reflect and discuss one
the lesson for	or more of the following
SWD?	regarding their SWD:

·	· · · · · · · · · · · · · · · · · · ·	i i	i	
	HI CHID	Wil		
	-What are SWD	-What worked within the		
	student going to do	lesson? How do we know it		
	during the lesson to	was successful? Why was it		
	maximize learning?	successful?		
		-What didn't work within		
		the lesson? Why? What are		
	Deflect on the			
	Reflect on the "Do"/Analyze	we going to do next?		
	Checks for	-For the implementation of		
	Understanding	the strategy, what		
	and Student Work	worked? How do we know		
	during the unit.	it was successful? Why was		
	uaring the unit.	it successful? What checks		
	For lessons that	for understanding were used		
	have already been	during the lessons?		
	taught within the	during the lessons?		
	unit of instruction,	-For the implementation of		
	teachers <u>reflect</u>	the strategy, what		
	and discuss	didn't work? Why? What		
	one or more of	are we going to do next?		
	the following	are we going to do next:		
	regarding their	-What were the outcomes		
	SWD:	of the checks for		
	SWD.	understanding? And/		
	-What worked	or analysis of student		
	within the lesson?	performance?		
	How do we know	performance:		
	it was successful?	-How do we take what we		
	Why was it	have learned and apply it to		
	successful?	future lessons?		
	Successiul:	idda o iosoons:		
	-What didn't work			
	within the lesson?			
	Why? What are we	Reflect/Check – Analyze		
	going to do next?	Data		
	-For the	Discuss one or more of the		
	implementation	following:		
	of the	<i>S</i> .		
	strategy, what	-What is the SWD data?		
	worked? How do			
	we know it was	-What is the data telling us		
	successful? Why	as individual teachers?		

	was it successful?			
	What checks for	-What is the data telling		
	understanding were	us as a grade level/PLC/		
	used during the	department?		
	lessons?	department:		
	lessons?			
		-What are SWD not		
	-For the	learning? Why is this		
	implementation of	occurring?		
	the strategy,	8.		
	what didn't work?	-Which SWD are learning?		
	What didn't work!	- Willen S W D are learning!		
	Why? What are we			
	going to do next?			
	-What were the	Act on the Data		
	outcomes of			
	the checks for	After data analysis, develop		
	understanding?	a plan to act on the data.		
	And/or analysis			
	of student	-What are we going to do		
	performance?	about SWD not learning?		
	ſ			
	-How do we take	-What are the skills/		
	what we have	concepts/standards that need		
	learned and apply it	re-teaching/interventions		
	to future lessons?	(either to individual SWD or		
		small groups)?		
		-How are we going to re-		
	Reflect/Check –	teach the skill differently?		
	Analyze Data	teden the skin differently:		
	rinuiyte Duiu	TT		
		-How we will know that our		
	Discuss one	re-teaching/interventions are		
	or more of the	working?		
	following:			
	-What is the SWD			
	data?			
	uata:			
	777			
1	-What is the			
	data telling us			
	as individual			
	teachers?			
	-What is the data			
	telling us as a			

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

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	3	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

Alg1 Students seewing	1.1.	1.1.	1.1.	1.1.	1.1.	_	
Alg1. Students scoring proficient in Algebra	1.1.	1.1.	1.1.	1.1.	1.11.		
(Levels 3-5).							
			See Math Goal 1.1	See Math Goal 1.1	See Math Goal 1.1		
			See Math Goal 1.1	See Main Goal 1.1	See Main Goal 1.1		
	See Math Goal	See Math Goal 1.1					
	1.1						
Algebra Goal #1:	2012 Current Level of	2013 Expected Level of Performance:*					
	Performance:*						
In grades 6-8, the							
percentage of All Curriculum students scoring							
proficient on the 2013 End-							
of-Course Algebra Exam							
will increase from 78% to 80%.							
0U70.							
				l			

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

1.2.     1.2.       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:  Strategy  Fidelity Check  Who and how will the fidelity be monitored?  Who and how will the effectiveness of strategy?	
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	
See Math Goal 2.1	

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

Algebra Goal #2:  In grades 6-8, the percentage of All Curriculum students scoring a Level 4 or 5 on the 2013 End-of-Course Algebra Exam will increase from 27% to 29%.	Performance:*	2013 Expected Level of Performance:*					
	27%	29%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

### **Mathematics Professional Development**

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning

# Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development o 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)		
Differentiated Instruction	6-8	-Math SAL/ Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor D implementation	Administration Team I
Analyzing first semester	6-8	-Math SAL/	Math Departmental and course-	After the administration of	PLC logs	APC
exams	6-8	Coach ESE Teachers	specific PLCs ESE Teachers	the test	Casa Managar	ECE Charielist
IEP Training	0-8	ESE Teachers	ESE Teachers	On-going	Case Manager	ESE Specialist
			General Ed Teachers			
			PLCs			
SWD Co-Teaching	6-8	DRT	ESE Teachers	On-going	Classroom walkthroughs	Administration Team
			General Ed Teachers			DRT
			PLCs			
ELL Strategies	6-8	English	All teachers	On-going	Classroom walkthroughs	Administration Team
		Language Learner Resource	Faculty Professional Developmen	t		
		Teacher (ERT)	and on-going PLCs			

End of Mathematics Goals

# **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	

1. FCAT 2.0: Students	J.1.	J.1.	J.1.	J.1.	J.1.	
scoring proficient (Level	J.1.	0.11.	J.1.	y	0.1.	
	An increase in	Tion 1 The	Teacher	Science Resource PLC	Ox nor your	
3-5) in science.	the average	purpose of this		Meetings- Data Chats	2x per year	
	total number of		Principal Principal	Meetings- Data Chats	District-level baseline	
		strengthen the			and mid-year tests	
	each teacher	core	AP		and mid-year tests	
	must teach,	curriculum.		The PLC will review		
	combined with			assessment data for positive		
		develop		trends at a minimum of once	Semester Exams	
		problem-		per nine weeks.	Semester Exams	
		solving and	District Science COACH	per mile weens.		
	explore,	creative				
	explain,	thinking skills			During the nine weeks	
		while		PLCs will review weekly		
	evaluate	constructing		common assessments and	<ul> <li>Quizzes, tests, and</li> </ul>	
	through class	new		take note of the increase	Common (grade level)	
	period time	knowledge.			mini Assessments	
				reaching at least 75% mastery		
	creates a	goal, science		on units of instruction.	-Unit assessments	
	tremendous		feedback.			
	barrier in the	increase the			-Common	
	ability of	number of	- Evidence of strategy		performance labs	
		inquiry based		PLCs will review weekly		
	effectively	instruction	seen during administrative			
	plan and	(such as		take note of any decrease		
	execute	student		in the number of students		
	effective inquiry based	engagement, explore time,		reaching at least 75% mastery on units of instruction.		
		accountable	instruction.	on units of instruction.		
	especially	talk and higher				
	when	order	-PLCs will include vertical			
	considering the		planning to aid in the			
	amount of time		retention of 6 <sup>th</sup> and 7 <sup>th</sup>			
			grade benchmarks (checks			
			and balances)			
	conduct higher	comprehension	ĺ			
	level guiding	of technical				
	questioning	and				
		information				
	foster	text.				
	independent	ĺ				
	learning.	H				
	N. 4 . 11	A .41				
	-Not all	Action Steps				

teachers know			
how to identify	1. Teachers		
misconceptions	will attend		
	District Science		
of student	training		
	and share		
	information		
	with their		
	PLCs.		
-8th grade			
	2. PLCs write		
difficulties	SMART goals		
retaining 6 <sup>th</sup>	based on each		
	nine weeks		
benchmarks	of material.		
that they will	(For example,		
	during the first		
	nine weeks,		
	75% of the		
	students will		
knowledgeable			
	or above on		
	each unit of		
inquiry based	instruction.)		
instruction such			
	3. As a		
	Professional		
explore time,	Development		
accountable	activity in		
	their PLCs,		
	teachers spend		
	time sharing,		
etc.	researching,		
	teaching, and		
	modeling		
	inquiry based		
include regular			
discussion of	strategies.		
student data	A DI C too show		
and/or the	4. PLC teachers		
implementation of the inquiry	students		
	using the core curriculum and		
	inquiry based		
-Teachers are	inquiry based		

		•	i	
at varying	instruction			
skill levels	strategies.			
with the use of				
	5. Teachers			
series to	will give			
accurately	weekly			
analyze student	common			
data.	assessments to			
	compare and			
-Teachers	identify needs			
not familiar	and trends			
with hands-on	and trends			
	6. Teachers			
	bring			
	assessment			
	data back to the			
	PLCs.			
	7.5.1.4			
	7. Based on the			
	data, teachers			
	discuss			
	inquiry based			
	instruction			
	strategies that			
	were effective.			
	8 Based on			
	data, PLCs use			
	the problem-			
	solving process			
	to determine			
	next steps			
	of planning			
	inquiry based			
	instruction			
	strategies.			
	, and g. 20.			
	9. PLCs record			
	their work in			
	the PLC logs.			
	inc i Le logs.			

Science Goal #1:  In grade 8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 25% to 28%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25%	28%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1.	2.1.	2.1.	2.1.	2.1.	
	See 1.1	See 1.1	See 1.1	See 1.1	See.1.1	

In grade 8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 4% to 6%.	Level of Performance:*	2013Expected Level of Performance:*					
	<b>4%</b>	<b>6%</b>					
						2.2.	
		2.3	2.3	2.3	2.3	2.3	

## **Science Professional Development**

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

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

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

1. Students scoring 1.1. Not all teachers know Level 3.0 or higher how to plan and how to plan	
at Achievement teachers know teachers know steps in the strategies column demand writes/	
formative acceptments	- 1
	I
in writing. execute writing of mode-	
lessons with a specific writing APC -Student revisions	
focus on mode- will improve	
based writing. through use of SAL -Student portfolios	
daily/ongoing	
-Not all teachers instruction with	
know how to a focus on mode-	
review student specific writing. District (Writing Team,	
writing to Supervisors, Writing	
determine trends Resources, Academic	
and needs in Coaches, and DRTs)	
order to drive Action Steps	
instruction.	
-Based on	
-Teachers need baseline data, How Monitored	
training to score PLCs write	
student writing SMART goals -PLC notes	
accurately during for each Grading	
the 2012-2013 Period. (For Classroom walk-throughs	
school year using example, during	
information the first Grading	
provided by the Period, 50%	
state. of the students	
will score 4.0 or	
above on the end-	
of-the Grading	
Period writing	
prompt.)	
Plan:	
<del>tun.</del>	
-Professional	
Development for	
updated rubric	
courses	
Courses	
-Professional	
Development	
for instructional	
delivery of mode-	

specific writing	Ţ,		
Transition 4			
-Training to facilitate data-			
driven PLCs			
-Using data			
to identify trends and driv			
trends and driv	e		
instruction			
-Lesson planni	າ໘		
based on the			
needs of stude	its		
<u>Do:</u>			
-Ongoing mod	els		
and application			
of appropriate mode-specific			
mode-specific			
writing based of	n		
teaching points			
-Ongoing			
conferencing			
Check:			
Review of drai	te		
and scoring			
monthly dema	ıd		
writes			
DI C the section	ma		
-PLC discussion and analysis of	IIS		
student writing	to		
student writing determine tren	ls		
and needs			
Act:			
-Receive			

	additional professional		
	development in areas of need		
	-Spread the use of effective practices across the school based on evidence shown in the best practice of others		
	-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.		
	-Plan ongoing monitoring of the solution(s)		
Writing/LA Goal #1: 2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
The percentage of students scoring <b>Level</b> 3.0 or higher on the 2013 FCAT Writes will increase from 66% to 68%.			

((0)	(00/			
66%	<b>ルメツ</b> ん			
0070	OO / 0			

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

1.2.	1.2. Strategy	1.2.	1.2.	1.2. <u>During the Grading Period</u>	
Improve the	Students' reading, writing, language, and listening /	<u>Who</u>	Teacher Level	<b>-</b>	
		-Principal	-Teachers reflect on	Common assessments (anchor	
Arts teachers.	through engagement in college	•	lesson outcomes and	activities, end of unit)	
-Become more	and career preparatory lessons/ activities/tasks that promote	-AP	use this knowledge		
	high levels of thinking.		to drive future		
and teaching		-Subject Area Leaders	instruction.		
Springboard lessons.		-PLC facilitators of like	-Teachers maintain		
			their assessments in		
	Within PLCs		the on-line grading		
	within FLCs		system.		
	Before the unit	How.	PLC Level		
	Create norms		I LC Level		
		-Administrators attend	-PLCs reflect on		
	-Unpack an assessment and rubric.	targeted PLC meetings	lesson outcomes and		
		-Progress of PLCs discussed	data used to drive future instruction.		
	-Choose the anchor activities	at Leadership Team	ruture mstruction.		
	teachers will use to assess students' understanding along		Leadership Team		
	the way to the accessment	Administrative walk- throughs	<u>Level</u>		
	-Reflect on barriers and	unoughs	-Data is used to drive		
	successes from the year before.	Administration shares the	teacher support and		
		positive outcomes observed	student supplemental		
	-Visit the pacing guide and determine the pacing for the	in PLC meetings on a regular basis.	instruction		
	unit.	uasis.			
	-Look at the grammar				
	instruction opportunities				
	provided in the unit and				
	determine their potential usage.				
	-Decide on which vocabulary				
	terms need to be taught during the unit.				
	me um.				
	-Determine how the PLC				
	would like to grade the assessments in order for there				
	to be consistency among grade				
	levels.				
			I		

During the unit	
Determine:	
What is/is not working?	
Do we need to supplement or enrich?	
Are the needs of all students being met?	
Have we used anchor activities to assess student understanding	
Have we used differentiated instruction?	
Have we used higher order thinking questions?	
During the assessment	
-Agree upon a window of time when all assessments need to be completed.	
-Discuss successes and challenges.	
After all assessments have been scored	
-Reflect on the unit.	
-Identify the skills students struggled with and determine	
which activities in further lessons will readdress the skills needing to be re-taught or	
strengthened.	
-Revisit portfolios.	

In the classroom
During the lessons, teachers:
-Post daily objectives.
-Scaffold instruction
-Group students appropriately.
-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:
-Understand the criteria which will be used to evaluate their work.
-Understand the purpose of the lesson and its connection to the assessment.
-Actively draw upon prior knowledge and use that knowledge to connect with lesson goals.
After the lessons, teachers:
Post exemplars of student

	work.		
	-Self reflect on lessons.		

1.2 DI C	11.2	1 2	1. 2	1 2	
1.3. PLCs	1.3.	1.3.	1.3	1.3.	
struggle with					
how to structure	<u>Strategy</u>	Who	School has a system	During the Grading Period	
curriculum and			to record and report		
data analysis	Student achievement		during-the-grading	Common assessments (anchor	
discussion to	improves through teachers		period outcomes to	activities and end of unit)	
deepen their			administration, SAL,		
meaning. To	focus on student learning.		and/or leadership		
address this	Specifically, they use the	1 ~	_		
barrier, this year	Plan-Do-Check-Act model	-Subject Area Leaders	team.		
PLCs are being	and log to structure their	-PLC facilitators of like			
trained to use the					
Plan-Do-Check-	way or worse. Coming the	grades and/or like courses			
A at "Instructions	backwards design model				
Unit' log.	for units of instruction,				
Unit log.	teachers focus on the	T.T.			
	following four questions:	<u>How</u>			l
		L			l
	<ol> <li>What is it we expect</li> </ol>	Administrators attend			
	them to learn?	targeted PLC meetings			
	2. How will we know if	-Progress of PLCs discussed			
	they have learned it?	at Leadership Team			
	they have learned it.	-			
	3. How will we respond	Administrative walk-			
	if they don't learn?	throughs			
	if they don't learn?	an ough			
	4 77 '11 1	Administration shares the			
	4. How will we respond	positive outcomes observed			
	if they already know				
	it?	in PLC meetings on a regular			
		basis.			
					l
	Actions/Details				
					l
	-Grade level/like-course				
	PLCs use a Plan-Do-				l
	Check-Act "Unit of			1	
	Instruction" log to guide				
	their discussion and way				l
	of work. Discussions are				
	summarized on log.				
	Sammanzea on 10g.				
	-Additional action steps for				l
	this strategy are outlined				l
	on grade level/content area				

PLC action plans.		

### Writing/Language Arts Professional Development

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

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

Grade Level/ Subject

PD Facilitator

and/or

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

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

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

meetings)

Writing Holistic Scoring 6-8 Training

PLC Leader LA SAL

Language Arts Teachers

On-going

Included in PLC notes

PLC facilitators PLC-grade level and vertical teams

**PLC Facilitators** 

SAL

Springboard Pacing 6-8 LA SAL Language Arts Teachers On-going - Included in PLC notes PLC facilitators PLC-grade level and vertical teams SAL PLC Facilitators Writing Holistic Scoring 6-8 Language Arts Teachers On-going Included in PLC notes LA SAL Training PLC facilitators PLC-grade level and vertical teams SAL

PLC Facilitators

End of Writing Goals

# Attendance Goal(s)

Attendance Goal(s)	Problem- solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	-	Strategy 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

4 444 3	I <sub>1 1</sub>	l <sub>1 1</sub>	1 1	lı 1	1, ,	r
1. Attendance	1.1	1.1	1.1	1.1	1.1	
		Tier 1	Attendance committee	Attendance committee will	Instructional Planning	
	committee needs			monitor the attendance data	Tool Attendance/	
			that will be reviewed by	from the targeted group of	Tardy data	
	regular basis	establish an	the Principal on a monthly	students.		
	throughout the	attendance	basis and shared with		Ed Connect	
		committee	faculty.			
		comprised of	_			
	-Need support	Administrators,				
		guidance				
		counselors,				
	student database.	teachers and other				
		relevant personnel				
		to review the				
		school's				
		attendance plan				
		and discuss school				
		wide interventions				
		to address needs				
		relevant to current				
		attendance data.				
		The attendance				
		committee will				
		also maintain a				
		database of				
		students with				
		significant				
		attendance				
		problems and				
		implement and				
		monitor				
		interventions to be				
		documented on the				
		attendance		ĺ		
		intervention form		ĺ		
		(SB 90710) The		ĺ		
		attendance		ĺ		
		committee meets		ĺ		
		every two weeks.				

Attendance Goal #1:	2012 Current	2013 Expected			
Attendance Goal #1.	Attendance Rate:*	Attendance Rate:*			
	rttendance Rate.	Attendance Rate.			
1. The attendance rate will					
increase from 92.74 %					
in 2011-2012 to 96 % in					
2012-2013.					
2012 2013.					
The number of students					
who have 10 or more					
unexcused absences					
throughout the school year		ĺ			]
will decrease by 10%					
will decrease by 10%					
T he number of students					
who have 10 or more					
unexcused tardies to					
school throughout the					
school year will decrease					
by 10%.					
	92.74%	06%			
	2012 Current	2013 Expected			
	Number of Students	Number of Students			
	with Excessive	with Excessive			
	Absences	Absences			
1					
1	(10	(10			
1	(10 or more)	(10 or more)			
1		ĺ			
	-				
	278	<b>250</b>			
1					
	2012 Current	2013 Expected			
	Number of	Number of			
	Students with				
1	Excessive Tardies	C444			]
1	(10 or more)_	Students with			]
1		Excessive Tardies			]
		(10			
		(10 or more)			

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

70	60					
	1.2	1.2	1.2	1.2	1.2	
			Assistant Principal/Team	Principal will use	Edline Reports	
	Attendance Waiver to increase the	All teachers will post their	leaders/ Department Heads will monitor Edline	Edline reports to		
	number of teachers	attendance to EdLine at		evaluate teachers		
		a minimum of once per		adherence to policy		
		week allowing parents to monitor attendance.				
	1.2	1.2	1.2	1.2	1.2	
			a			
	There is no system to reinforce parents		Social Worker	The attendance committee (which	There is no system to reinforce parents for facilitating	
			Guidance Counselor		improvement in attendance.	
		unexcused absence, the	DOL T	leadership Team)		
	attendance.	Attendance Committee (which is a subgroup of	PSLT	will disaggregate attendance data for		
		the Leadership Team)		the "Tier 2" group		
		collaborate to ensure that a letter is sent home		along with the guidance counselor		
		to parents outlining the		and maintain		
		state statute that requires		communication about		
		parents send students to school. If a student's		these children.		
		attendance improves				
		(no absences in a 20 day				
		period) a positive letter is sent home to the parent				
		regarding the increase in				
		their child's attendance.				

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

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

PD Content /Topic Grade Level/

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

school-wide)

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

meetings)

PLC Leader EdLine 6-8 AP

September and then an as

Random check of EdLine postings

AP

needed basis

#### End of Attendance Goals

## **Suspension Goal(s)**

Suspension Goal(s)	Problem- solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy 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. Suspension	1.1	1.1	1.1	1.1	1.1	
	There needs to be	Tier 1	Who	- PSLT /Behavior Committee	There needs to be	
	common school-				common school-	
	wide expectations	-Positive Behavior	-PSLT Behavior		wide expectations and	
	and rules for	Support (PBS) will	Committee		rules for appropriate	
	appropriate	be implemented			classroom behavior.	
	classroom	to address school-	LI eadershin Team	monthly.	Classicolli ochavioi.	
	behavior.	wide expectations	Leadership Team	monthly.		
	ochavior.	and rules, set	-Administration			
		these through staff				
		survey, discipline				
		data, and provide				
		training to staff				
		in methods for				
		teaching and				
		reinforcing the				
		school-wide rules				
		and expectations.				
		-Providing teachers				
		with resources				
		for continued				
		teaching and				
		reinforcement of				
		school expectations				
		and rules.				
		-Leadership				
		team conducts				
		walkthroughs				
		using a PBS walk-				
		through form				
		(generated by		ĺ		
		the district RtI		ĺ		
		facilitators).		ĺ		
		<u> </u>		ĺ		
				ĺ		
				ĺ		
		The data is shared		ĺ		
		with faculty at a		ĺ		

t t	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	2013 Expected Number of			
	<u>of</u>	Number of			
	<u>In –School</u>	In- School			
1. The total number of	Suspensions Suspensions	Suspensions			
In-School Suspensions					
will decrease by 10%.					
2. The total number					
of students receiving					
In-School Suspension					
throughout the school					
year will decrease by					
10 %					
10 /0					
3. The total number					
of Out-of-School					
Suspensions will					
degrade by 100/					
decrease by 10%.					
4. The total number of					
students receiving Out-					
of-School Suspensions					
throughout the school					
year will decrease by					
10%.					
	C 4.4	<del></del>			
		577			
	2012 Total Number of Students	2013 Expected			
	of Students	Number of Students			
	Suspended	Suspended			
	In-School	<u>In -School</u>			

303	270					
	2013 Expected Number of					
	Out-of-School Suspensions					
423	381					
of Students	2013 Expected Number of Students Suspended					
Out- of- School	Out- of-School					
240	216					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

# **Suspension Professional Development**

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

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

PD Content /Topic	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)		
Positive Behavior Support 6 (PBS)	-8	District	School-wide	Twice Monthly Meetings	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs
		USF Trainer				

### End of Suspension Goals

# **Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy 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:							
*Dlagga vafan ta tha							
*Please refer to the percentage of students							
who dropped out							
during the 2011-2012							
school year.							
	2012 G	D012 F					
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal in this box.							
ili tilis box.							
	2012 Current	2013 Expected Graduation Rate:*					
	Graduation Kate:*	Graduation Kate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development** 

Professional Development (PD) aligned with Strategies through

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

**Professional** Learning **Community (PLC)** or PD Activity

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

Grade Level/ Subject

PD Facilitator

and/or

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

PLC Leader

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 Goal(s)	Problem- 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 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.		
1. Tarent involvement	1.1.	1.1.	1.1.		1.1.		
Parent Involvement Goal							
#1 <u>:</u>							
<i>III.</i>	2012 Current	2013 Expected					
	level of Parent	level of Parent					
	Involvement:*	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	Problem-						
Goal(s)	solving						
]	Process						
	to Parent						
	Involveme						
	nt						
	""						
Based on the analysis of parent	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation		
involvement data, and reference	Barrier	Suategy	Flucinty Check	Strategy Data Check	Tool		
to "Guiding Questions", identify	D		L., .,	L	1 301		
and define areas in need of			Who and how will the fidelity				
improvement:			be monitored?	data be used to determine the			
1				effectiveness of strategy?			

2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
Parent Involvement Goal							
<u>#2:</u>	2012 Current	2013 Expected					
	level of Parent	level of Parent					
	Involvement:*	Involvement:*					
Enter narrative for the goal in this							
box.							
		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.

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Target Dates and Schedules PD Content /Topic Grade Level/ PD Facilitator PD Participants Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Monitoring and/or PLC Focus (e.g., PLC, subject, grade level, or (e.g., Early Release) and and/or Schedules (e.g., frequency of school-wide) 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- Solving 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. Middle	1.APC	1.Checking student schedules	1		
Goal	Ī ·	School students		1.Checking student schedules	1.		
Goal							
		the equivalent	Guidance				
		of one class					
		period per day					
		of physical					
		education for					
		one semester					
		of each year					
		in grades 6					
		through 8					
Health and Fitness Goal #1:	2012 Current	2013 Expected					
Treatm and Timess Goal #1.	Level :*	Level:*					
During the 2012-2013 school							
year, the number of students							
scoring in the "Healthy Fitness							
Zone" (HFZ) on the Pacer							
for assessing aerobic capacity							
and cardiovascular health will							
increase from 60% on the							
Pretest to 65% on the Posttest.							
	<b>60%</b>	65%					
				2. Principal's designee.	2. Data on the number	<b>2.</b> PACER test component of	
			activity initiatives		of students scoring in	the FITNESSGRAM PACER	
			developed and			for assessing cardiovascular	
			implemented by the		Zone (HFZ)	health.	
			Principal's designee.				

1.3.	<b>3.</b> Five physical education <b>3.</b> I	Physical Education	3. Classroom walk-	3. PACER test component of	
	classes per week for a Tea	eacher t	throughs	the FITNESSGRAM PACER	
	minimum of one semester			for assessing cardiovascular	
	per year with a certified	l d	Class schedules	health.	
	physical education	ſ	eluss selledules		
	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/ Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for

and/or PLC Focus

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

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

Monitoring

### **Continuous Improvement Goal(s)**

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)). Problem-Solving Additional Goal(s)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

	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. Continuous	1.1	1.1	1.1	1.1	1.1	
Improvement Goal	1.1	1.1	1.1	1,1	1.1	
improvement Goai	Th	Ttl 1 1 1 1	XX71	DI C in Connection of the State		
		The leadership		PLC informal surveys will		
	confusion on	team will become trained	Dringing!	be administered during the school year every two		
	PLCs that are			months. The Leadership		
				Team will aggregate the data		
	deepening the			and share outcomes of the		
				school-wide results with their		
		the Plan-Do-		PLCs. The data will provide		
				direction for future PLC		
		model. Subject		training.		
		Area Leader		tranning.		
		and/or PLC	<b>–</b>			
		facilitators will				
	implementation	guide their				
	implementation of the Plan-	PLCs through				
	Do-Check-Act	the Plan-Do-				
	model.	Check-Act				
		model for units				
	-Still confusion					
		The work will				
		be recorded				
	Check-Act	on PLC				
	model works.	logs that are				
		reviewed by				
		the Leadership				
		Team.				
	staff members					
	attending PLCs					
	and/or arriving					
	on time to					
	meetings.					
	T1					
	-Teachers					
	asking for more PLC					
	collaboration					
	time.					
	Possibility of					
	waiver will be					
	explored.					
	Apioica.					

	•	1	1		•		•
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2012 Comment	2012 E					
1. Additional Goal	2012 Current Level :*	2013 Expected Level :*					
	Level.	Level.					
Additional Goal #1:							
The percentage of teachers							
who strongly agree with the							
indicator that "teachers meet							
on a regular basis to discuss							
their students' learning,							
share best practices, problem							
solve and develop lessons/							
assessments that improve							
student performance (under							
Teaching and Learning)" will							
increase in 2013.							
	2012 Current	2013 Expected					
	<u>Level :</u>	Level:					
						-	
		1.2	1.2	1.2	1.2	1.2	
		-Not enough	Leadership team will	Who	PLC informal surveys		
		time to meet in	use teacher survey		will be administered		
		PLCs.			during the school year		
			weeks to determine next		every two months.		
			steps for PLC professional		The Leadership Team		
			development.		will aggregate the data		
				How	and share outcomes		
					of the school-wide		
					results with their		
					PLCs. The data will		
					provide direction for		
					future PLC training.		
	ļ	<u> </u>	ļ.		ruture i de training.		

	•			I			
- 1		1.3.	1.3.	1.3.	1.3.	1.3.	
- 1							
- 1							
- 1							
- 1							

#### **Continuous Improvement Goals Professional Development**

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

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

PD Content /Topic Gr

Grade Level/ PD F

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

Leadership Team

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)

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

PLCs meet every three weeks Administrator and leadership team

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

All teachers Subject Area

Leaders

PLC Facilitators

Administrator and leadership attendance

at PLC meetings

PLC Survey data

#### End of Additional Goal(s)

### **NEW Reading Florida Alternate Assessment Goals**

A. Florida	A.1.	A.1.	A.1.	A.1.	A.1.	
Alternate						

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Assessment: Students scoring proficient in reading (Levels 4- 9).		See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d		
Reading Goal A:	Level of	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	92%	92%					
		A.2.	A.2.	A.2.	A.2.	A.2.	

		A.3.	A.3.	A.3.	A.3.	A.3.	
			1.5.		1.5.		
D. Eleville	B.1.	A\B.1.	B.1.	B.1.	B.1.		
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		AW.II.	D.1.	<b>D</b> .11.	D.1.		
J g.							
	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d	See Reading Goal 5d		
Reading Goal B:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
The percentage of students making							
learning gains on the 2013 FAA will maintain or increase by 1%.							

92%	92%					
	B.2.	B.2.	B.2.	B.2.	B.2.	
	2.2	D.3	D.2	D.2		
	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.						
	See Reading ELL Goal 5C.1, 5C.2,					
	5C.3 and 5C.4					
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Proficient in Listening/Speaking:					
proficient on the 2013 Listening/						
The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 12% to 20%.						
will increase from 12% to 20%.						
[.						
1	I	ĺ		I		

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
level text in a manner similar to	•			3.		
non-ELL students.				L		
non EEE statems.			Who and how will the fidelity be	How will the evaluation		
			monitored?	tool data be used		
				to determine the		
				effectiveness of strategy?		
D. Students seeming	2.1.	2.1.	2.1.	2.1.	2.1.	
	2.1.	<b>f</b> .''	f.1.	F.1.	<b>L</b> .1.	
proficient in Reading.						
ľ	See Reading ELL Goal 5C.1, 5C.2.					
	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	l		I		
		l		I		
		l		I		
		l		I		
		l		I		
		l		I		
		l		I		
		l		I		
		l		I		
1						

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 6% to 11%.						
		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	

	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Writing.						
	See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4					
	5C.3 and 5C.4					
CELLA Goal #E:	2012 Current Percent of Students Proficient in Writing:					
	Proficient in Writing:					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase						
section of the CELLA will increase						
from 7% to 12%.						

		2.2.	2.2.	2.2.	2.2.	2.2.
ſ		2.3	2.3	2.3	2.3	2.3

# **NEW Math Florida Alternate Assessment Goals**

<b>D</b> 1 1 1 1 1			711111111111111111111111111111111111111		A. 1 . 19 1	
Based on the analysis of	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
student achievement data, and reference to "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?		
F. Florida	F.1.	F.1.	F.1.	F.1.	F.1.	
Alternate						
Assessment:						
Students scoring						
at in mathematics						
(Levels 4-9).						
	See Math Goal 5D	See Math Goal 5D	See Math Goal 5D	See Math Goal 5D	See Math Goal 5D	

The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	83%	<b>83%</b> F.2.	F.2.	F.2.	F.2.	F.2.	
		1.2.	1.4.	1.2.	1.2.	1.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

See Math Goal See Math Goal 5D	G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.	
		See Math Goal 5D	See Math Goal 5D	See Math Goal 5D	See Math Goal 5D	See Math Goal 5D	

C:	Level of Performance:*	2013 Expected Level of Performance:*					
	8%	8%					
						G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

<b>Geometry EOC Goals</b>	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 be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.	

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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.	
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		

I. Students scoring in the part third on Geometry.	
Geometry Goal I:  Level of Performance:*  2012 Current Level of Performance:*	
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 and High 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:		Fidelity Check  Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

J. Florida Alternate	J.1.	J.1	J.1. <u>Who</u>	J.1.	J.1.	
0 · 1 · 10 · 1 · 10 · 1 · 10 · 1 · 10 · 1	J.1.	ľ.··.—	0.11 <u>-<b>W110</b></u>	J.1.	J.1.	
Assessment: Students		~				
scoring at proficient in		<u>Strategy</u>	ESE Specialist	Teacher Level		
science (Levels 4-9).	provide	CIVID . 1				
		SWD student		-Teachers reflect on lesson		
		achievement		outcomes and use this		
		improves	<u>How</u>	knowledge to drive future		
		through the		instruction.		
	regular and on-		IEP Progress Reports			
	going review of		reviewed by ESE	-Teachers use the on-line		
	students' IEPs		Specialist.	grading system data to		
	To address this			calculate their students'		
		IEP goals,		progress towards their PLC		
	APC will put a			and/or individual SMART		
	system in place			Goal		
	for this school					
	Ρ	accommodatio		PLC Level		
		ns.				
		l		-Using the individual teacher		
		-Throughout		data, PLCs calculate the		
		the school		SMART goal data across all		
		year, teachers		classes/courses.		
		of SWD		l		
		review		-PLCs reflect on lesson		
		students' IEPs		outcomes and data used to		
		to ensure		drive future instruction.		
		that IEPs are		E 11 / NG		
		implemented		- For each class/course, PLCs		
		consistently		chart their overall progress		
		and with		towards the SMART Goal.		
		fidelity.		I 1 1 T I 1		
		-Teachers		Leadership Team Level		
		(both		DI C facilitatan/ Salainat		
		individually		-PLC facilitator/ Subject Area Leader/ Department		
		and in PLCs)		Heads shares SMART		
		work to		Goal data with the Problem		
		improve		Solving Leadership Team.		
		upon both		Bolving Leadership Team.		
		individually		-Data is used to drive		
		and		teacher support and student		
		collectively,		supplemental instruction.		
		the ability to		Sapplemental moducion.		
		effectively		1		
		implement				
	L	mpiement				

		IED/CIUD			1		
		IEP/SWD					
		strategies and					
		modifications					
		into lessons					
Science Goal J:	2012 Current	2013 Expected					
Belefiee Goul 5.	Level of	Level of					
	Performance:*	Level of Performance:*					
The percentage of students scoring a							
Level 4 or higher on the 2013 FAA							
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
		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)).

	,	 	- production and the pro-	· · · · · · · · · · · · · · · · · · ·	,,,,	
<b>Biology EOC Goals</b>	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			data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.	

Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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.	
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		

T Ct., don't consist a in	2.1.	2.1.	2.1.	2.1.	2.1.	
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.	
upper third in Biology.						
Biology Goal L:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Biology Courts.	Level of	Level of				
	Performance:*	Performance:*				
Enter parrative for the goal in this						
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:			Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

M. Florida	M.1.	M.1.	M.1.	M.1.	M.1.	
Alternate					1,1.1.	
1						
Assessment:						
Students scoring	-Need to	Strategy	Who	Teacher Level		
at 4 or nigner in	provide a school	Strategy .				
writing (Levels 4-9).		SWD student	ESE specialist	-Teachers reflect on lesson		
	structure and	achievement		outcomes and use this		
	procedure for	improves through		knowledge to drive future		
	regular and on-	the effective		instruction.		
	going review of	and consistent	How			
	students' IEPs	implementation		-Teachers use the on-line		
	To address this			grading system data to		
	barrier, the APC		reviewed by ESE specialist.			
	will put a system	modifications,		progress towards their PLC		
	in place for this	and		and/or individual SMART		
	school year.	accommodations.		Goal		
		-Throughout		PLC Level		
		the school year,				
		teachers of SWD		-Using the individual teacher		
		review students'		data, PLCs calculate the		
		IEPs to ensure		SMART goal data across all		
		that IEPs are		classes/courses.		
		implemented		DIG G		
		consistently and		-PLCs reflect on lesson		
		with fidelity.		outcomes and data used to		
		-Teachers (both		drive future instruction.		
		individually and		-For each class/course, PLCs		
		in PLCs) work		chart their overall progress		
		to improve upon		towards the SMART Goal.		
		both individually		towards the SMART Goal.		
		and collectively,		Leadership Team Level		
		the ability to		Doddership Team Devel		
		effectively		-PLC facilitator/ Subject		
		implement IEP/		Area Leader/ Department		
		SWD strategies		Heads shares SMART		
		and modifications		Goal data with the Problem		
		into lessons.		Solving Leadership Team.		
				-		
				-Data is used to drive		
				teacher support and student		
				supplemental instruction.		

Writing Goal M:  The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2013 Expected Level of Performance:*					
	M.2.	M.2.	M.2.	M.2.	M.2.	
	M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Students will be involved in the STEM fair.  Piloting a robotics program.	implementing STEM instruction into their curriculumStudent interest.	-Robotics video -Robotics field trip to Webb Middle school for teachers to see the program at work.	lessons (w/common assessments) that incorporate STEM instruction as department (per grade level)	PLCs will review weekly common assessments and take note of the increase in the number of students reaching at least 75% mastery on units of instruction.  PLCs will review weekly common assessments and take note of any decrease in the number of students reaching at least 75% mastery on units of instruction.	Common Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

## **STEM Professional Development**

Professional Development (PD) aligned with Strategies through

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

**Professional** Learning **Community (PLC)** or PD Activity

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

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

Subject

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)

SAL STEM Fair 6-8 Math, Science & Language arts Early Release in October Classroom walkthroughs/model SAL

lessons

Early Release in October Club participation **ROBOTICS Webb** 6-8 SAL Science department SAL

Middle School field

trip Club goals

End of STEM Goal(s)

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

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

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:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Sustain/Increase the number of Career Technical Student Organization chapters from 1 in 2011-2012 to 2 in 2012-2013.		Increase student participation in CTSO competitions/ events.		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 12 in 2011-2012 to 24 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 Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

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

PD Content /Topic

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

Establishing or growing a 6-8

and/or

District

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

CTE Teachers

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

meetings)

October, 2012

Log of events and attendance

CTE Contact Teacher

CTSO.

End of CTE Goal(s)

## **Differentiated Accountability**

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

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

	<u> </u>	
School		
Differentiated		
Accountability		
Status		
Priority	Focus	Prevent

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

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

SAC Membership Compliance

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

Yes	□ No
Y AC	1 1 1 1 1 1 1 1 1 1 1
1 00	- 110

If No	describe	the measures	being tak	cen to comp	lv with S	AC re	auirements
,	accerte	tile illeadales	CCIII, tui	ten to comp	1, ,, reil C	11010	quii ciiiciico.

We are actively recruiting parents, business and community members to participate in SAC.

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
Reading	In support of stated goals as the needs become apparent	600	
Math	In support of stated goals as the needs become apparent	600	

Science	In support of stated goals as the needs become apparent	600	
Attendance	In support of stated goals as the needs become apparent	600	
PBS	In support of stated goals as the needs become apparent	600	
Final Amount Spent			