# Florida Department of Education



School Improvement Plan (SIP)

# Form SIP-1

# Eisenhower Review 11.21.12

### 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

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

### **Student Achievement Data:**

The following links will open in a separate browser window.

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

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

High School Feedback Report

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012 K-12 Comprehensive Research Based Reading Plan

# **Highly Qualified Administrators**

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

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

# **Highly Qualified Instructional Coaches**

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

Subject	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)

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

# **Highly Qualified Teachers**

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

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

## **Non-Highly Qualified Instructors**

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

110 rae the hamber of histraetional staff and paraprofessione	is that are teaching out or here (not escale certified) and not inging quantica.
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.	

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

То	%	%	%	%	%	%	%	%	%
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Nu	Fir	Te	Te	Te	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Во	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Te	1-5	6-	15+	th	ied	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Tea
tio		Exp	rs of	Exp	ced	her	ers	Те	cher
nal		erie	Exp	erie	De	S		ac	S
Sta		nce	erie	nce	gre			her	_
ff			nce		es			S	
98	7	31.	37.	23.	39	94	13	3.	24
	.1	6%	8%	5%	.8	.9	.3	1	.5
	%	(31	(37	(24	%(	%	%	%	%(
	(7	)	)	)	39	(9	(1	(3	25
	)				)	3)	3)	)	)

# **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.

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
1			Activities
Donna	Maria	Trained	Min. of 90
Thomas	Gueche	Mentor from	minutes per
111011146	oucon.	EET grant.	week for
		Areas of	two years.
		strengths:	On-going
		Pedagogy,	formative
		classroom	observ
		managemen	ations,
		t, leadership	conferen
		and	cing and
		increasing	problem
		student	solving.
		achievement	
Donna	Simonne	Trained	Min. of 90
Thomas	Mrowka	Mentor from	minutes per
		EET grant.	week for
		Areas of	two years.
		strengths:	On-going
		Pedagogy,	formative
		classroom	observ
		managemen	ations,
		t, leadership	conferen
		and	cing and
		increasing	problem
		student	solving.
		achievement	

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

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Donna	Thomas	Trained	Min. of 90
Thomas	Desmond	Mentor from	minutes per
Thomas	Desinona	EET grant.	week for
		Areas of	
			two years.
		strengths:	On-going
		Pedagogy,	formative
		classroom	observ
		managemen	ations,
		t, leadership	conferen
		and	cing and
		increasing	problem
		student	solving.
		achievement	
Donna	Lindsey	Trained	Min. of 90
Thomas	Abramaczyk	Mentor from	minutes per
		EET grant.	week for
		Areas of	two years.
		strengths:	On-going
		Pedagogy,	formative
		classroom	observ
		managemen	ations,
		t, leadership	conferen
		and	cing and
		increasing	problem
		student	solving.
		achievement	
Caroline	Derrick	Trained	Min. of 90
Cooper	Wilson	Mentor from	minutes per
•		EET grant.	week for
		Areas of	two years.
		strengths:	On-going
		Pedagogy,	formative
		classroom	observ
		managemen	ations,
		t, leadership	conferen
		and	cing and
		increasing	problem
		student	solving.
		achievement	. 3
L			

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# **Additional Requirements**

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

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

### Title I, Part A

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

### Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

### Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.

### Title II

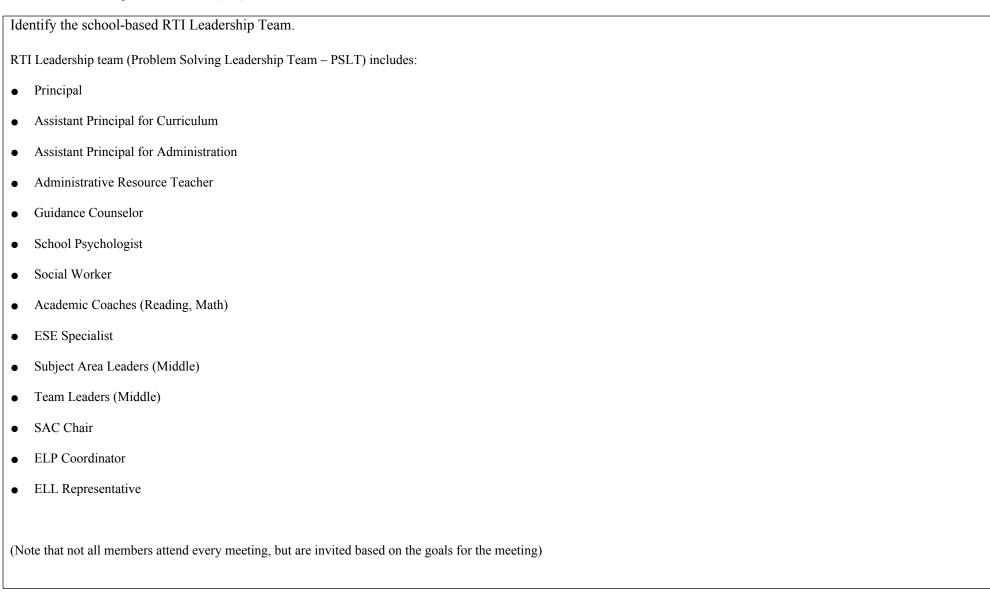
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.

### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations

Other	
N/A	
Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)	
School-Based MTSS/RTI Team	



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

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

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

Extended Learning Programs during and after school

Intensive Reading and Math classes

Create, manage and update the school resource map

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:

Implementation and support of PLCs

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

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

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

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

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

- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM and F-CIM on specific tested benchmarks and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- •The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - o review and analyze screening and collateral data
  - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - $\circ \quad \text{develop and target interventions based on confirmed hypotheses} \\$
  - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

- o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- o assess the fidelity of instruction/intervention implementation and other PS/RtI processes

### MTSS Implementation

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

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

### **Core Curriculum (Tier 1)**

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

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

\*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

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

Data Source	Database	Person (s) Responsible for Monitoring		
Extended Learning Program (ELP) * (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator		
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach		
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers		
Other Curriculum Based Measurement** (see below)	School Generated Database in Excel	PSLT/PLCs		

\*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students' progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

\*\* In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM)

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

• are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level RTI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe plan to support MTSS.

As the District's Problem Solving Team develops resources and staff development trainings on PS/RTI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Monday faculty meeting times. Our school will invite our area RTI Facilitator to visit quarterly to review our progress in implementation of PS/RTI and provide on-site coaching and support to our PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RTI as they become available.

Literacy Leadership Team (LLT)							
	School-Based Literacy Leadership Team						

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

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

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

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

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

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan
- Incorporating Common Core Standards/data analysis
- Ensuring EET model is applied in all lessons.

### NCLB Public School Choice

• Supplemental Educational Services (SES) Notification

### \*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

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

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

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

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

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

\*High Schools Only

# Note: Required for High School-Sec. 1003.413(g)(j) F.S. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future? How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Postsecondary Transition Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

# PART II: EXPECTED IMPROVEMENTS

# **Reading Goals**

Reading Goals	Problem- Solving Process to Increase Student 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	

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1.1.	1.1.	1.1.	1.1.	1.1.		
	Strategy:	Who_		2-3x Per Year		
	C4		lessons during the unit citing			
				<b>-</b>		
				FAIR		
		-APC	instruction.	AIK		
Continuous	through the teacher's		Teacher maintains their			
Improvement	use of data to inform	-Reading Coach	assessments in the online			
Model (C-CIM			grading system.			
with the core	in all classes will	-Subject Area				
curriculum), as	use CCIM with					
		Leaders				
has been placed	P		through scantron.	During Grading Period		
		L		Common Formativa		
		How	PLC unit assessment data	Assesments.		
		PLC logs turned				
	_					
			(exect spread sheet).			
-Lack of	Action Steps:					
	D1 : 1 C d	provides recasus.				
		-Classroom walk-	DI Ca will ravious unit			
	iessoii_	throughs observing this	assessments and chart the			
	• PLC	strategy.				
	identifies	,				
	the	EET observations both	80% mastery on units of			
	essential	Pop In and Informals.	instruction			
-Lack of			instruction.			
	_	Administrators will				
	targets.					
-		L î				
		L `				
	students					
	to learn?					
-Lack of	How do					
	learned it?	EET Peer Mentor				
	• PLC					
r			WCCKS.			
- Need	common					
	assessmen	School based informal				
	with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum.  -Lack of common planning time to discuss best	Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum.  -Lack of common planning time to discuss best practices before the unit of instruction.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of planning time to identify and analyze core curriculum assessments.  -Lack of planning time to identify and analyze data to identify best practices.  - Need  - Strategy:  Students' comprehension of course content/ standards increases through the teacher's use of data to inform instruction. Teachers will use CCIM with core curriculum to provide differentiated instruction as a result of the common assessments to ensure the mastery of essential skills.  - PLC  identifies  tought the teacher's use of data to inform all classes will use CCIM with core curriculum to provide differentiated instruction as a result of the common assessments to ensure the mastery of essential skills.  - PLC  identifies  - PLC  identifies  comprehension of course content/ standards increases through the teacher's use of data to inform instruction. Teachers will use CCIM with core curriculum to provide differentiated instruction as a result of the common assessments to ensure the mastery of essential skills.  - PLC  identifies  - PLC  identifies  - PLC  identifies  - PLC  identifies  common the core curriculum to provide differentiated instruction as a result of the common assessments to ensure the mastery of essential skills.	Lack of understanding of how to implement the Core Continuous Implement of course content/standards increases through the teacher's use of data to inform instruction. Teachers with the core curriculum), as the emphasis has been placed on F-CIM for targeted mini lessons and NOT on the core curriculum.  -Lack of common planning time to discuss best practices before the unit of instruction.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of planning time to analyze data to identify best practices.  - Need  - Need  - Students' comprehension of course content/standards increases through the teacher's use of data to inform instruction. Teacher's use of data to inform instruction. Teachers use of data to inform instruction. Teacher's use of data to inform instruction. Teacher's use of data to inform instruction. Teacher's use of data to inform as a result of the common assessments to ensure the mastery of ensure the master	Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM with core curriculum), as the emphasis has been placed on the core curriculum to provide differentiated instruction assessments to ensure the mastery of eurriculum.  -Lack of common planning time to discuss before the unit of instruction.  -Lack of common planning time to discuss bestore to dientifies instruction.  -Lack of common planning time to discuss bestore to dientify and analyze core curriculum assessments.  -Lack of common planning time to identify and analyze core curriculum sassessments.  -Lack of curriculum sassessments.  -Lack of common planning time to identify and analyze core curriculum sassessments.  -Lack of curriculum sassesments.  -Lack of curriculum sassessments.  -Lack	Lack of understanding of how to implement the Core Continuous Improvement Model (C-CIM sharptowement Model (C-CIM with the core curriculum). And the emphasis has been placed in a leases will use CCIM with the core curriculum. And the core curriculum. Action Steps.  -Lack of Common Planning time to discuss be storactices before the unit of instruction.  -Lack of common planning time to discuss best practices before the curriculum assessments.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of curriculum assessments.  -Lack of common planning time to identify and analyze core curriculum assessments.  -Lack of curriculum assessments.  -Lack of curriculum assessments.  - PLC and Informal before the essential skills and learning targets. The planning time to identify and analyze core curriculum assessments.  -Lack of curriculum assessments.  -Lack of curriculum assessments.  - PLC and Informal before the essential skills and learning targets. The problem Solving Leadership Team. The Problem Solving Leadership Team will evidents for positive trends at a minimum of once per nine weeks.  - PLC identifies the essential skills and learning targets. The problem Solving Leadership Team will evidents for positive trends at a minimum of once per nine weeks.	Lack of understanding of how to understanding in the content of course content). Subject Area understanding the emphasis with the core curriculum, as been placed on the corporate of the emphasis and NOT on the core curriculum.  Lack of common planning time to discuss best planning time to identify and analyze core curriculum.  Lack of common planning time to discuss best planning time to identify and analyze core curriculum.  Lack of common planning time to identify and analyze core curriculum.  Lack of common planning time to identify and analyze core curriculum.  Lack of common planning time to identify and analyze core curriculum.  Lack of common planning time to identify and analyze core curriculum.  Lack of common planning time to identify and analyze core curriculum.  Lack of common planning time to identify and analyze core curriculum assessments.  Lack of common planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify and analyze core curriculum assessments.  Lack of planning time to identify analyze t

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

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	instruction
	• Profes
	sional
	developme
	nt activity
	is shared
	for DI.
	101 D1.
	Do/Check
	DO/CHECK
	N.C.
	• PLC
	teacher
	instruct
I	students
	using
	the core
	curric
	ulum,
	incorp
	orating
	effective
	strategies
	and DI.
	At the end
	of the unit
	common
	formative
	assessment
	will be
	utilized
1	to ensure
1	mastery is
]	met.
<b> </b>	
	Check/Act
	• Teacher
	brings
	back
]	assessment
]	data back
	to the PLC
	• Students
1	complete
1	a self-
I	reflection
	reflection
	on their

	common		
	formative		
	assessment		
	·		
	Based on		
	the data,		
	teachers		
	discuss a		
	repertoire		
	-f-tti		
	of strategies		
	to enhance		
	learning.		
	Mini		
<b>i</b>	lessons.		
<b> </b>	enrichment/	ĺ	
	reteaching		
	reteaching		
	assigned as		
	necessary.		
	PLC to		
	discuss		
	how data		
	will be		
	WIII OC		
	used to		
	support the		
	support the learning.		
	• Timely		
<b> </b>	feedback	ĺ	
<b> </b>	given	ĺ	
<b> </b>	817011	ĺ	
<b> </b>	to the	ĺ	
<b> </b>	students.	ĺ	
<b>i</b>	1		
<b> </b>	Whole Faculty	ĺ	
<b> </b>	·	ĺ	
<b>i</b>	Throughout the entire		
<b> </b>	school year SIP	ĺ	
<b> </b>	school year, SIP will be discussed	ĺ	
<b>i</b>	will be discussed		
<b> </b>	and faculty will		
<b>i</b>	participate in SIP		
<b> </b>	reviews.	ĺ	
<b> </b>	1 1	ĺ	
<b> </b>	1 1	ĺ	

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

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
scoring Achievement						
Levels 4 or 5 in reading.	Teachers are	Tier 1 – The	Who	PLCs examine student work	By ner year (Reading)	
Levels 4 of 5 in reading.	at varying	purpose of this	WHO	and data from the Costas	ox per year (reading)	
	skill levels	strategy is to	-Administration Team	quizzes.	- FAIR_	
	with Costas	strengthen the	7 tanningtration Team	quizzos.	17411K <u>-</u>	
	(higher order	core curriculum.	-AVID Coordinator			
	questioning	Students' reading	A vid Coolumator		Semester Exams (All	
	techniques).	comprehension will	College Roard	With teachers,	Content Areas)	
	teeminques).	improve through		administration reviews	Content Areas)	
	PI C meetings	participation in	-Subject Area Leaders	College Board Rigor walk-		
	do not focus	Costas Level		through form.	<b>-</b>	
	on higher order			unough form.	During the nine weeks	
	questioning	(input, process,			During the lime weeks	
		and output) in	How		-Student work	
	upcoming	Reading, Language		Data from review of unit	-Student work	
	lessons.	Arts, Science,	-College Board Rigor		-Chapter tests	
	iessons.			notebooks will be analyzed	-Chapter tests	
		Elective classes.		at PLC meetings.	-Costas quizzes from	
	A dministrators	As a result, there	-Administration	at FLC meetings.	Tutorial Curriculum	
		will be increased	(see IDEAS AVID		Resource	
	skill levels with		World Icon) This form		Resource	
		level questions		PLC facilitator will share	-Costas quizzes on the	
	identification				IDEAS AVID World	
		questions for			Icon.	
		both teachers and	learning. Use the forms		icon.	
		students.	to compute percentage	Leadership Team/Literacy		
		students.	of higher level vs.	Leadership Team will		
		Action Steps		review assessment data		
		Action Steps		for positive trends at a		
		1. The school		minimum of once per nine		
		uses prior year's		weeks.		
		College Board	Observation Pop-	weeks.		
		Rigor form from	In Form (EET tool)			
		representative	(which has HOTS as a			
		walk-throughs to	strategy listed on the			
		determine data	strategy tistea on the form.)			
			iorm.)			
		for 1) student use	DCI T will areats a			
		of higher level	-PSLT will create a walk-through fidelity			
		level questions	monitoring tool that			
			includes all of the SIP			
		of higher level	strategies. This walk-			
			through form will be			
		level questions.	used to monitor the			

	implementation of the	1		
O ANTE	O site team SIP strategies across			
	Site team Sir strategies across			
designs	and plans the entire faculty.			
training	for staff.			
Demons	stration			
classroo				
identifie				
training	schedule			
designed	d for staff.			
3. As a	professional			
develop	ment			
activity,	PI Cs			
study Co	ostas			
Level O	Questioning			
techniqu	uestroning			
techniqu	ues.			
4. Teach	hers			
impleme	ent lessons			
using Co	ostas Level			
Question	ning			
Question	ming.			
5. Teach	hers assess			
students	s by having			
them ide	entify and			
create d	ifferent			
	f questions.			
levels o.	i questions.			
6. Teach	hers bring			
student	work and/			
or asses	sments to			
PLCs.				
7. As a j	professional			
develop	ment			
activity,	, PLCs use			
the data	to discuss			
	ues that			
were suc	ccessful.			
	ed on the			
data, PL	Cs use			
the prob	olem-			
solving	process			
to determ	mine next			

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

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

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

In grades 6-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 62 to 64 points.	2012 Current Level of Performance:*					
	62 points	64 points				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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

Reading Goal #4:  In grades 6-8, students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63 to 65 pts.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63 points	65 points					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious bu Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5							
accounting South 113							

5A. Student subgroups by	5A 1	5A.1.	5A.1.	5A.1.	5A.1.	
	D71.1.	071.1.	071.1.	271.1.	071.1.	
ethnicity (White, Black,	XX71 *4	m· 1 m	XX 71		2	
	White:		<u>Who</u>		3x per year (Reading)	
Indian) not making	Black:	purpose of this	Dain die al	students using end of unit/	FAID On a disc	
satisfactory progress in		strategy is to		chapter tests. PLCs will	- FAIR On-going	
reading.	Hispanic:	strengthen the		review unit assessments	Progress Monitoring Tool	
		core curriculum. Students'		and chart the increase in the		
	Asian:			number of students reaching at least 80% mastery on	rempiates)	
		vocabulary acquisition will		units of instruction.		
	American Indian:	improve through	-Subject Area	units of instruction.		
		the implementation			Carrage Transport	
		of appropriately	Leaders and Grade Level Subject PLC		Semester Exams (All Content Areas)	
	Lack of	leveled, vocabulary		PLCs will review evaluation		
		development		data. PLC facilitator will		
	planning time.	lessons across all		share data with the Problem		
	ľ	content areas.		Solving Leadership Team.	During the nine weeks	
	-Teachers are	content areas.	How Monitored	The Problem Solving	During the fille weeks	
	at varying	Action Steps	riow Monitorea	Leadership Team/Reading	- End-of-unit/chapter	
	levels of	Action Steps	Classroom walk-	Leadership Team will	tests (All Content Areas)	
	understanding	PLC schedule		review assessment data	tests (All Content Areas)	
	of the ELA	will provide		for positive trends at a		
	vocabulary	common planning		minimum of once per nine		
	standards.	time.		weeks.	-Program generated	
		time.	Informal Observation	WCCKS.	assessments	
	- Teachers	2. PLCs will	Pop-In Form (EET		ussessments	
	are at varying	familiarize	tool - Vocabulary			
	levels of	themselves with the				
	understanding		added to the form		-LA embedded	
	of the types	Convent Standards.	under Instructional		assessments	
	of vocabulary	3. PLCs will	Practices.)			
	items that	recognize				
	complement		-Evidence of strategy			
	content	within each content			-Vocabulary assessments	
	instruction.	area.	plans seen during		(All Content Areas)	
			administration walk-		ĺ	
	-PLC meetings	<ol><li>PLCs come to</li></ol>	throughs.			
	do not include	consensus on the				
		use of common				
	of leveled	assessments: 1)				
	vocabulary	vocabulary items				
	development	included in end of				
	and assessment	the unit/segment				
	for content	assessment 2)				
	instruction.	LA- embedded				

·		•	•	
	vocabulary			
-PLC meetings				
do not	activities and/or			
include the	3) any program			
	assessment			
of vocabulary	provided in			
instructional	curriculum			
	resources and			
upcoming	materials.			
lessons.				
	5. As a			
-Administrators	Professional			
and support	Development			
staff are at	activity, PLCs			
	come to consensus			
levels with	on the vocabulary			
	standards/			
appropriate	benchmark to be			
	addressed within			
vocabulary	each content area.			
development.	6 A			
	6. As a			
	Professional			
	Development			
	activity, PLCs			
	study the process			
	of scaffolding			
	lessons to move			
	students to perform			
	more complex			
	vocabulary			
	acquisition tasks.			
	1			
	7. As a			
	Professional			
	Development			
	activity, PLCs			
	design specific			
	scaffold lessons			
	essential in creating			
	appropriate			
	vocabulary			
	acquisition			
	l <sup>*</sup>			
	8. Teachers			

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

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

	Black:39% Hispanic:43% Asian:71% American	White:66% Black:42% Hispanic:46% Asian:74% American Indian:N/A					
			5A.2	5A.2	5A.2	5A.2	
					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		

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

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

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FC E L'al I	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	·
	DC.1.	DC.1.	DC.1.	pc.1.	pc.1.	
Learners (ELL) not						
making satisfactory		ELLs (LYs/	Who	-ERTs are on the problem-	-FAIR	
progress in reading.		LFs) reading		solving leadership teams		
i se sur es	-Teachers	comprehension will	-School based	in order to update the team	-CELLA	
	at varying	improve through	Administrators	on ELLs (inclusive of LFs)		
	skill levels	core content		performance data.		
	regarding the	teachers (Reading,	-District Resource	ſ		
	use of CALLA.	Language	Teachers	-ERTs meet with Language	During the nine weeks	
		Arts, Science,		Arts PLCs on a rotating		
		Social Studies)		basis to assist with	-Core curriculum end	
		implementing	Teachers	the analysis of ELLs	of core common unit/	
	of CALLA is	the <u>Cognitive</u>		performance data.	segment tests	
	not consistent	Academic		performance data.	segment tests	
	across core	Language Learning				
		Approach	How_			
		(CALLA)	110 W	-ERTs meet with core		
	-ELLs at	(CALLA)	-Classroom walk-	content teachers during		
	varying levels			PLC meetings to review		
	of			ELL (inclusive of LF's)		
		Action Steps		performance data.		
	English	Action Steps		performance data.		
	language	1. ESOL	use the HCPS Informal			
	acquisition and		Observation Pop-			
	acculturation is	Resource Teacher	In Form (EET tool –	EDT:		
		(ERT) provides	CALLA strategy will	-ERTs meet with PSLT		
		professional		to review performance		
		development to		data and progress of ELLs		
		all content area	Practices.)	(inclusive of LFs)		
	A deministrators	teachers on how		L		
	- Auministrators			PLC facilitator will share		
	at varying	into core content		ELL data with the Problem		
	skill levels	lessons.		Solving Leadership Team.		
	regarding use		administration walk-	The Problem Solving		
		2. ERT models	throughs.	Leadership Team/Reading		
	in order to	lessons using		Leadership Team will		
	effectively	CALLA.	-Classroom walk-	review assessment data		
	conduct a		throughs observing this			
	CALLA	<ol><li>ERT observes</li></ol>		minimum of once per nine		
	fidelity check	content area		weeks.		
	walk-through.	teachers using	fidelity monitoring tool			
		CALLA and	that includes all of the			
	-DRTs are at		SIP strategies. This			
	varying levels	coaching and	walk-through form will	-DRTs meet with		
	of interpreting	support.	be used to monitor the	administration/designee to		
	district level			review ELLs performance		

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

	6. Based on the data, teachers discuss strategies that were effective for ELL students.  7. Based on the data, teachers decide what skills need to be retaught to targeted students using DI techniques.  8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).			
[	their work in logs.  2013 Expected Level of Performance:*			

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

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FD 64-14	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	1
5D. Students with	5D.1.	5D.1.	DD.1.	DD.1.	DD.1.	
Disabilities (SWD) not						
making satisfactory				PLCs will review unit	3x per year	
progress in reading.	accessibility	comprehension		assessments and chart the		
	to FAA data	will improve		increase in the number of	- FAIR On-going	
	(instructional	by connecting	Administrator,	SWD students reaching at	Progress Monitoring in	
	planning tool,	individual needs	Assistance Principal	least 80% mastery on units	comprehension	
	mainframe,	to instruction as		of instruction.		
	etc.)	outlined in the IEP.				
	-Collecting	Actions Steps	How		During the nine weeks	
	data with	1		PLC facilitator will share	_	
	fidelity	1. General ed. and/	-IEP Progress Reports	data with the Problem	- Unit assessments for	
		or SWD teachers	reviewed by APC.	Solving Leadership Team.	SWD students	
	-Understanding	will familiarize		The Problem Solving		
	data and the	themselves with	-PSLT will identify	Leadership Team/Reading	- Nine weeks grades for	
	students'	each student's	and/or create a fidelity	Leadership Team will	SWD students	
	disability	IEP goals,		review assessment data		
	to make			for positive trends at a		
	instructional	accommodations.		minimum of once per nine		
	decisions			weeks		
		2. Every nine	Monitoring data will			
			be reviewed every nine			
	education	Ed and/or SWD	weeks.			
	teachers,	teacher reviews				
		students' IEPs				
	the IEP and	to ensure that all				
		students' IEP goals.				
		strategies and				
	ns	accommodations				
		are being				
	-Teachers	implemented with				
	at varying	fidelity.				
	skill levels					
		3. Using student				
		data, every nine				
		weeks (along with				
		the report card)				
	-Multiple	SWD students				
	preparations	will receive				
	Propulations	an Individual				
	-Lack of	Education Plan				
	common	Progress Report				
		to inform parents				
	piuming time	of the students'				
	ļ	or the students	ļ			

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-Lack of	progress toward		
understanding	mastering their		
of the IEP and	IEP goals and		
instructional	strategies.		
accommodatio			
ns	4. Across all		
	content areas,		
	PLCs write <u>SWD</u>		
	SMART goals		
	based on each nine		
	based on each nine		
	weeks of material.		
	(For example,		
	during the first nine		
	weeks, 75% of the		
	<u>SWD</u> students will		
	score an 80% or		
	above on each unit		
	of instruction.		
	5. As a		
	Professional		
	Development		
	activity in their		
	PLCs, teachers		
	discussing		
	implementation of		
	IEP strategies and		
	modifications.		
	modifications.		
	C DI C . 1		
	6. PLC teachers		
	instruct students		
	implementing		
	IEP strategies and		
	accommodations.		
	4. At the end of		
	the unit, teachers		
	give a common		
	assessment		
	identified from the		
	core curriculum		
	material.		
	5. Teachers bring		
	SWD assessment		
	D II D assessment		

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

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

## **Reading Professional Development**

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

Please note that each Strategy does not require a professional development 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	Subject	and/or	(e.g., PLC, subject, grade level, or	(e.g., Early Release) and		Wolltoring
und of The Tools		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
EET Rubric Training	Grades 6-8	Principal (EET trainer)	-All teachers school-wide	2012 Pre Planning	EET formals and informals throughout the school year.	Principal and Administrative Team
			-PLCs			
AVID Strategies:	Grades 6-8	Classrooms (by	-All teachers school-wide	-Demonstration classroom:- Ongoing	Administrators conduct targeted classroom walk-throughs to monitor D	Principal and Administrative Team I
Costas, Cornell, Exit Slip	S	AVID, Reading Coach and other	-PLCs		implementation	
			) (This PD also covers a similar			
		-AVID Library	strategy in math and science.)	-PLCs: Ongoing		
		AVIDonline.org				
		SDHC AVID World				
		-Subject Area Leaders and/or course-specific Facilitators				
Vocabulary Acquisition Strategies	Grades 6-8		-All teachers school wide		Administrative walk-throughs to observe vocabulary acquisition	Principal and Administrative Team
		LA SAL and course-specific	-PLCs	weeks	strategies	
		PLC Facilitators		Demonstration classrooms scheduled October 2012-May 2013		

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

End of Reading Goals

# **Elementary or Middle School Mathematics Goals**

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

Middle School Mathematics Goals	Problem- Solving Process to Increase Student 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	1.1 Lack of	1.1. Tier 1 - The	1.1. Who	1.1.	1.1.	
	understanding	purpose of this	iii who	1.1.	1.1.	
scoring proficient in	of how to	strategy is to				
mathematics (Level 3-5).	implement the	strengthen the core	-Principal		2x per year	
		curriculum.		be recorded in a course-specific		
	Improvement	Students' math skills	-APC	PLC data base (excel spread	District-level baseline and	
		will immers through	l	sheet).	mid-year tests	
	with the core	teachers using the	-Math Coach			
	curriculum), as	Core Continuous				
	the emphasis has	Improvement Model	-Subject Area	DI C III I I	G . F	
	been placed on F-	(C-CIM) with core	Y d	PLCs will review unit assessments and chart the	Semester Exams	
	CIM for targeted		Leaders	increase in the number of		
	mini lessons and			students reaching at least 80%		
	NOT on the core	Differentiated		•	During the nine weeks	
	curriculum.	Instruction (DI) as a	How	indstery on units of histraction.	Daring the fille weeks	
		result of the problem-	100		- Mini Assessments	
	-Lack of common	solving model. Math	-FCIM Maps and CCIM			
	planning time	teachers will utilize	Maps posted	PLC facilitator will share data	-Unit assessments	
	to discuss best	the following	-r-r-r	with the Problem Solving		
	practices before	strategies: Kagan	-Classroom walk-throughs	Leadership Team. The Problem		
	the unit of	Cooperative	observing this strategy.	Solving Leadership Team/		
	instruction.	Learning, Cornell Notes, Costas Level	Administrators will	Reading Leadership Team will		
		of Questioning, and	use the HCPS Informal	review assessment data for		
	-Lack of common	Exit Slips.		positive trends at a minimum of		
	planning time	Exit Sups.	(EET tool). The C-CIM	once per nine weeks.		
	to identify and		and DI strategies will be			
	analyze core		added to the form.			
	curriculum	l				
	assessments.	Action Steps	-Evidence of strategy in			
	T 1 C 1 .	1 DLC '	teachers' lesson plans			
	-Lack of planning		seen during administration			
	time to analyze data to identify	SMART goals based on each nine weeks of	walk-throughs.			
	best practices.	material	Through trend data			
	best practices.	material	on EET Pop In form,			
	Need additional	2. As a Professional	strategies and objectives			
1	training to	Development activity	will be measured.			
1	implement	in their PLCs,				
		teachers spend time				
		sharing, researching,				
	- Teachers at	teaching, and				
	varying levels of	modeling researched-				
		based DI best-				
		practice strategies.				
	,	In addition, math				
	with the low	teachers visit math				
1		demonstration				
		classrooms where DI				
	students).	is emphasized.				

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

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

2. FCAT 2.0: Students	2.1.	2.1.	2.1.	2.1.	2.1.	
1	2.1.	Z.1.	Z.1.			
scoring Achievement	L .		l			
Levels 4 or 5 in	Teachers are	Tier 1 – The purpose		PLCs examine student work and	2x per year	
mathematics.		of this strategy is		data from the Costas quizzes.	D' ( ' / B   1'   1361	
	levels with	to strengthen the	-AVID Coordinator		District Baseline and Mid-	
		core curriculum.	C II D I		Year Testing	
	order questioning	skills will improve	-College Board	With teachers, administration		
	techniques).		-Subject Area Leaders			
		in Costas Level	-Subject Area Leaders	reviews College Board Rigor walk-through form.	Semester Exams	
	do not focus	Questioning As a		wark-unough form.	Semester Exams	
	on higher order	result, there will				
	questioning		How			
	strategies for	higher level questions		Data from review of unit	During the nine weeks	
	upcoming	versus lower level		assessments and interactive	During the fille weeks	
	lessons.	guestions for both	walk-through form	notebooks will be analyzed at	-Student work	
1	[	teachers and students.		PLC meetings.		
	- Administrators		-Administration (see		-Chapter tests	
	are at varying		IDEAS AVID World		<u>F</u>	
	skill levels with		Icon) This form		-Costas quizzes from	
	identification	Action Steps		PLC facilitator will share data	Tutorial Curriculum	
	of higher order	•	of vocabulary and higher	with the Problem Solving	Resource	
	thinking/Costas	<ol> <li>The school uses</li> </ol>	levels of learning	Leadership Team. The Problem		
		prior year's College		Solving Leadership Team/	-Costas quizzes on the	
		Board Rigor form	-Use the forms to compute	Reading Leadership Team will	IDEAS AVID World Icon.	
			percentage of higher	review assessment data for		
		walk-throughs to		positive trends at a minimum of		
			monitor improvement/	once per nine weeks.		
		student use of higher	growth			
		level questions vs.				
		lower level questions				
			Observation Pop-In Form			
		vs. lower level	(EET tool) (which has			
		questions.	HOTS as a strategy listed on the form.)			
		questions.	on the form.)			
		2. AVID site team	-PSLT will create a			
		designs and plans	walk-through fidelity			
			monitoring tool that			
		Demonstration	includes all of the SIP			
		classrooms are	strategies. This walk-			
		identified and training	through form will be			
		schedule designed for	used to monitor the			
		staff.	implementation of the SIP			
			strategies across the entire			
		1	faculty.			
		development activity,				
		PLCs study Costas				
		Level Questioning				
		techniques.				

	1	1	<u> </u>	<u> </u>	
		4. Teachers implement lessons using Costas Level Questioning.			
		5. Teachers assess students by having them identify and create different levels of questions.			
		6. Teachers bring student work and/or assessments to PLCs.			
		7. As a professional development activity, PLCs use the data to discuss techniques that were successful.			
		8. Based on the data, PLCs use the problem-solving process to determine			
Mathematics Goal #2:	2012 Current	next steps of Costas Level Questioning techniques. 2013 Expected Level			
	Level of Performance:*	of Performance:*			
In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 19% to 22%.					
	19%	22%			

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

D ECATION D : 4 C	b 1	<b>b</b> 1	b 1	2 1	2 1	
3. FCAT 2.0: Points for	3.1.	3.1.	3.1.	3.1.	3.1.	
students making learning						
gains in mathematics.	Lack of	Tier 1 – The purpose	Who		2x per year	
	infrastructure	of this strategy is to	n · · · 1	assessments and chart the	Divide Borres	
	to support technology	strengthen the core curriculum. Students'	- Principal	increase in the number of students reaching at least 80%	District Baseline and Mid-	
	technology	math skills will	- Math DH/SAL	mastery on units of instruction.	Year Testing	
	-Lack of	improve through the	- Maill DH/SAL	mastery on units of instruction.		
	technology	use of technology and	- Technology Specialist			
	hardware	hands-on activities to	recimology specialist		Semester Exams	
		implement the Next	- Math Resource Teacher	PLC facilitator will share data		
	-Teachers	Generation Sunshine		with the Problem Solving		
	at varying	State Standards.	-Math Coach	Leadership Team. The Problem		
	understanding of				During the Nine Weeks	
	the intent of the			review assessment data for		
	NGSSS		L	positive trends at a minimum of	-Chapter Tests	
		Action Steps	How Monitored	once per nine weeks.	D 1 1	
		1 DI C '4	DI CI 4 1		-Benchmark mini	
		1. PLCs write SMART goals based	-PLC logs turned into administration.		assessments	
		on each nine weeks	Administration provides			
		of material. 2.	feedback.			
		As a Professional	recubuck.			
			-Classroom walk-throughs			
		in their PLCs,	observing this strategy.			
		teachers spend time				
			-Evidence of strategy in			
		teaching, and	teachers' lesson plans			
		modeling technology	seen during administration	1		
		and hands-on	walk-throughs.			
		strategies.	HCDC Informal			
		3. PLC teachers	HCPS Informal Observation Pop-In Form			
		instruct students	(EET tool).			
		using the core	(LL1 1001).			
		curriculum,	Trend Data will be			
		incorporating	recorded and distributed to			
			all teachers on objectives,			
		PLC discussions.	effective questioning and			
			strategies.			
		5. At the end of the				
		unit, teachers give a				
		common assessment				
		identified from the core curriculum				
		material.				
		macma.				
		6. Teachers bring				
		assessment data back				
		to the PLCs.				

				•			
		7. As a Professional Development activity, teachers use data to discuss strategies that were effective.  8. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.					
Mathematics Goal #3:	2012 Current	2013 Expected Level					
	<u>Level of</u> Performance:*	of Performance:*					
In grades 6-8, Points earned from							
students making learning gains on the 2013 FCAT Math will increase							
from 57 to 59 points							
	57 points	59 points					
	•						
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	33.	3.3.	
Decidently of the second	A4:-: 4 3	Chart	E:1-1:4- C! 1	Cturtum D ( Cl. )	Student Evaluation Tool		
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation 1001		
to "Guiding Questions", identify and define areas in need of			Who and how will the	How will the evaluation tool			
improvement for the following				data be used to determine the effectiveness of strategy?			
group:				5,			

4. FCAT 2.0: Points for	4.1.	4.1.	4.1.	4.1.	4.1.	
4. FCA1 2.0: Foliats for	T.1.	7.1.	7.1.		т.1.	
students in Lowest 25%						
making learning gains in						
mathematics.						
	G 2 1	C - 2 1	021	G 2 1	S 2 1	
	See 3.1	See 3.1	See 3.1	See 3.1	See 3.1	
	h012 G	2012 F + 11 - 1				
Mathematics Goal #4:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	of Performance:*				
	oriormance.					
Points earned from students in the						
bottom quartile making learning gains on the 2013 FCAT Math wil	J					
increase from 57 to 59 points.	1					
increase from 57 to 57 points.						

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

<b>5</b> A 64 J 4 1 1	5 A 1	5A.1.	5A.1.	5A.1.	5A.1.	1
5A. Student subgroups by	5A.1.	DA.1.	DA.1.	5A.1.	DA.1.	
ethnicity (White, Black,						
Hispanic, Asian, American		Tier 1 – The purpose	Who		3x per year - On-going	
Indian) <b>not making</b>		of this strategy is		using end of unit/chapter	Progress Monitoring Tool	
L . 49 . C . 4	Lack of common		-Principal		(Scaffold Discussion	
		core curriculum.	l	assessments and chart the	Templates)	
mathematics		Students' vocabulary	-APC	increase in the number of		
		acquisition will	La de la	students reaching at least 80%		
		improve through	-Math Coach	mastery on units of instruction.	C	
	_	the implementation	Caldinat Amar I and amarand		Semester Exams (All Content Areas)	
		of appropriately leveled, vocabulary	<ul> <li>Subject Area Leaders and Grade Level Subject PLC</li> </ul>		Content Areas)	
			Facilitators	PLCs will review evaluation		
		across all content	racilitators	data. PLC facilitator will share		
		areas.			During the nine weeks	
	varying levels of	u cub.		Leadership Team. The Problem		
		Action Steps	How Monitored	Solving Leadership Team/	- End-of-unit/chapter tests	
	of the types of			Reading Leadership Team will	(All Content Areas)	
		<ol> <li>PLC schedule</li> </ol>	Classroom walk-	review assessment data for	( )	
		will provide common	throughs observing this	positive trends at a minimum of		
		planning time.	strategy. Administrators	once per nine weeks.		
	instruction.		will use the HCPS		-Program generated	
		<ol><li>PLCs will</li></ol>	Informal Observation		assessments	
	-PLC meetings	familiarize	Pop-In Form (EET tool			
		themselves with the	<ul> <li>Vocabulary strategy</li> </ul>			
	discussion	content standards.	will be added to the			
	of leveled		form under Instructional		-LA embedded assessments	
		3. PLCs will	Practices.)			
	development	recognize vocabulary				
	and assessment for content	needs within each	-Evidence of strategy in teachers' lesson plans		Vhl	
	instruction.	content area.	seen during administration		-Vocabulary assessments (All Content Areas)	
	msu uction.	4. PLCs come to	walk-throughs.		(All Collicht Areas)	
	-PLC meetings	consensus on the	wark-unoughs.			
		use of common				
		assessments: 1)				
	of vocabulary	vocabulary items				
		included in end of				
		the unit/segment				
	upcoming	assessment 2) LA-				
	lessons.	embedded vocabulary				
		development				
		activities and/or				
		3) any program				
	, ,	assessment provided				
		in curriculum				
	identifying	resources and				
	appropriate levels of vocabulary	materiais.				
	_	5. As a Professional				
	acveiopinent.	P. As a Froressional	I	1	I	

Development activity,		
PLCs come to		
consensus on the		
vocabulary standards/		
benchmark to be		
addressed within each		
addressed within each		
content area.		
6. As a Professional		
Development		
activity, PLCs		
study the process of		
scaffolding lessons		
to move students		
to perform more		
complex vocabulary		
acquisition tasks.		
acquisition tasks.		
7 A D C : 1		
7. As a Professional		
Development		
activity, PLCs design		
specific scaffold		
lessons essential in		
creating appropriate		
vocabulary		
acquisition		
1		
8. Teachers		
implement the		
scaffold lessons.		
scarroid iessons.		
9. Teachers		
9. Teachers		
implement the		
common assessments.		
L I		
10. Teachers bring		
assessment data		
back to the PLCs.		
PLCs study students'		
responses to the		
scaffold lessons.		
11. As a Professional		
Development activity,		
PLCs use data		
with the problem-		
relying process to		
solving process to		
determine next steps		
in their vocabulary		
acquisition		
implementation.		

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

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

	1	i		I			
scoring a level 3 will increase from a 79% to 81% on the 2013 Math FCAT							
	White:61%	White:64%					
	Black:34%	Black:37%					
	Hispanic:44%	Hispanic:47%					
	Asian:79%	Asian:81%					
		American Indian:N/A					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
5B. Economically Disadvantaged students	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
not making satisfactory							
progress in mathematics.	See 5A.1	See 5A.1	See 5A.1	See 5A.1	See 5A.1		

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

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

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

In grades 6-8, the percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 23% to 26%.	Level of Performance:*	2013 Expected Level of Performance:*				
	23%	<b>26%</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		Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

5D 54 Jan4 4h	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
5D. Student with	5D.1.	DD.1.	DD.1.	55.1.	51.1.	
Disabilities (SWD) not						
making satisfactory	No electronic		Who		2x per year	
progress in mathematics.		will improve by		assessments and chart the	51.1.5	
	to FAA data	connecting individual			District Baseline and Mid-	
		needs to instruction as	Administrator,		Year Testing	
	planning tool,	outlined in the IEP.	ECE Charielist Coss	mastery on units of instruction.		
	mainframe, etc.)		ESE Specialist, Case Managers,			
	-Collecting data		ivialiageis,		Semester Exams	
	with fidelity	Actions Steps	Assistant Principal	PLC facilitator will share data	Semester Exams	
	with fidelity	Actions Steps	Assistant Timerpar	with the Problem Solving		
	-Understanding	Math General ed.		Leadership Team. The Problem		
	data and the	and/or SWD teachers		Solving Leadership Team/	During the Nine Weeks	
	students'	will familiarizing	How	Reading Leadership Team will	Starting the Time Weeks	
	disability to make			review assessment data for	-Benchmark mini	
	instructional	each student's IEP	-IEP Progress Reports	positive trends at a minimum of		
		goals, strategies and	reviewed by APC.	once per nine weeks.		
		accommodations.		_	-Unit and/or Segment	
	-For general				assessments	
	education	2. Every nine weeks				
	teachers,	the Math General Ed				
		and/or SWD teacher				
		reviews students'				
	instructional	IEPs to ensure that				
	accommodations					
	-Teachers	goals, strategies and accommodations are				
		being implemented				
	skill levels	with fidelity.				
	(ACP, content	with fidelity.				
	knowledge,	3. Using student data,				
	certification)	every nine weeks				
	, , , , ,	(along with the report				
	-Multiple Preps.	card) SWD students				
		will receive an				
		Individual Education				
	planning time	Plan Progress Report				
	1	to inform parents of				
	1	the students' progress				
		toward mastering				
		their IEP goals and				
		strategies.				
	1	4. Math PLCs write				
		SWD SMART goals				
	1	based on each nine				
		weeks of material.				
		(For example, during				
		the first nine weeks,				

75% of the SWD			
students will score an			
80% or above on each			
unit of instruction.)			
5. As a Professional			
Development activity			
in their PLCs,			
teachers discussing			
implementation of			
IEP strategies and			
modifications.			
modifications.			
6. PLC teachers			
instruct students			
implementing			
implementing			
IEP strategies and			
accommodations.			
4 444 1 -641-			
4. At the end of the			
unit, teachers give a			
common assessment			
identified from the			
core curriculum			
material.			
L I			
5. Teachers bring			
SWD assessment data			
back to the PLCs.			
6. Based on the data,			
teachers discuss			
techniques that were			
effective for SWD			
students.			
7. Based on the data,			
teachers decide what			
skills need to re-			
taught to targeted			
students using DI			
techniques.			
1 '			
8. Teachers provide			
Differentiated			
Instruction to targeted			
students (remediation			
and enrichment).			
and children.	<u> </u>		

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

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals				
	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	
	See 1.1.	See 1.1.	See 1.1.	See 1.1.	See1.1.	
	See Math 1.1.	See Math 1.1.	See Math 1.1.	See Math 1.1.	See Math 1.1.	

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

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Alg2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
Achievement Levels 4 or 5						
in Algebra.	Teachers are	Tier 1 – The	Who	PLCs examine student work	2x ner vear	
	at varying	purpose of this	WIIO	and data from the Costas	2x per year	
	skill levels	strategy is to	-Administration Team	quizzes.	District Baseline and	
	with Costas	strengthen the	- Administration Team	quizzes.	Mid-Year Testing	
	(higher order	core curriculum.	-AVID Coordinator		iviid-1 car 1 esting	
	questioning	Students' math	71 VID Coordinator			
	techniques).	skills will	-College Board	With teachers,		
	teemiiques).	improve through	Conege Bourd	administration reviews	Semester Exams	
	PLC meetings	participation in	-Math Coach	College Board Rigor walk-	Semester Lixams	
	do not focus	Costas Level	Fiviatii Coacii	through form.		
		Ouestioning . As	-Subject Area Leaders	tinough form.	<b></b>	
	questioning	a result, there	Subject Area Leaders		During the nine weeks	
		will be increased			During the fille weeks	
	upcoming	use of higher		Data from review of unit	-Student work	
	lessons.	level questions	How	assessments and interactive	-Student work	
	10330113.	versus lower level	TIOW		-Chapter tests	
	L	questions for	-College Board Rigor	at PLC meetings.	-Chapter tests	
	Administrators	both teachers and	walk-through form	at 1 De meetings.	-Costas quizzes from	
	are at varying	students.	wank unrough form		Tutorial Curriculum	
	skill levels with		-Administration		Resource	
	identification		(see IDEAS AVID	PLC facilitator will share	Resource	
	of higher			data with the Problem	-Costas quizzes on the	
	order thinking/	Action Steps		Solving Leadership Team.	IDEAS	
	Costas level	retion steps	use of vocabulary	The Problem Solving		
	questioning	1. The school	and higher levels of	Leadership Team/Reading		
	questioning	uses prior year's	learning	Leadership Team will		
		College Board	[	review assessment data		
		Rigor form from	-Use the forms to	for positive trends at a		
		representative	compute percentage	minimum of once per nine		
		walk-throughs to	of higher level vs.	weeks.		
		determine data	lower level and monitor			
		for 1) student use	improvement/growth			
		of higher level	F			
		questions vs. lower	HCPS Informal			
		level questions	Observation Pop-			
			In Form (EET tool)			
		of higher level	(which has HOTS as a			
			strategy listed on the			
		level questions.	form.)			
		<b>.</b> .				
		2. AVID site team	-PSLT will create a			
		designs and plans	walk-through fidelity			
	ĺ		monitoring tool that			

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

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

End of Algebra EOC Goals

## **Mathematics Professional Development**

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

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

PD Content /Topic	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)		
Instructional Materials and Technology for	Grades 6-8	Math SAL	Math Teachers	-Professional Study Day	Administrators conduct targeted walkthroughs	Administration Team
NGSSS  Common core Standards		Math Coach		-Monthly Department meetings		
Common core Standards						
Analyzing Common Formative Assessments	Grades 6-8	Math SAL	Math Teachers - PLCs	After the administration of the test	Department Notes	APC
		Math Coach				
Kagan Strategies	Grades 6-8	APC Math SAL	Math Teachers - PLCs	Course specific PLC meetings – on-going	Administration conduct targeted walk- throughs to monitor Kagan Strategies	Administration Team
		Math Coach				

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	

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T. F.C. I. F. O. C. J. I.			la a	l			r
1. FCAT 2.0: Students	1.1	1.1	1.1	1.1	1.1		
scoring proficient (Level							
3-5) in science.	-Not all		<u>Who</u>		2x per year		
		purpose of this					
	how to identify		Principal		District-level baseline		
	misconceptions	strengthen the			and mid-year tests		
	and depth		APC	the increase in the number			
	of student	curriculum.		of students reaching at least			
			Science SAL	80% mastery on units of	_		
		develop	L	instruction.	Semester Exams		
	concepts.		Science Teachers				
		solving and	L				
	-Not all	creative	How Monitored	L	L		
		thinking skills			During the nine weeks	<del>-</del>	
		while		data with the Problem	1		
	available			Solving Leadership Team.	- Mini Assessments		
	science			The Problem Solving	** **		
			Mastery.	Leadership Team will review	-Unit assessments		
	dates available			assessment data for positive			
	by the district.	goal, science	- Evidence of strategy	trends at a minimum of once			
	NT. 4 . 11	teachers will	in teachers' lesson plans	per nine weeks.			
	-Not all		seen during administrative				
	teachers are knowledgeable		walk-throughs.				
	of the	instruction	-Classroom walk-throughs				
	strategies of	(such as	observing inquiry based				
		student	instruction.				
	instruction such		instruction.				
	as engaging		EET Pop In Walk through				
			collection of objectives,				
	explore time,		questioning, and strategies				
	accountable	order	utilized.				
	talk, higher	questioning)	utilizoa.				
	order	per unit of					
	questioning,	instruction.					
	etc.	Science					
		teachers will					
	-Not all PLC	also utilize	l_				
	meetings	Cornell Notes,	I <sup>—</sup>				
		Costas Level					
	discussion of	of					
	student data	Questioning,					
		Margin					
	implementation	Magnets and					
	of the inquiry	Selective High	l				

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

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

instruction		
strategies.		
5. At the end		
of the unit,		
of the unit,		
teachers give		
a common		
assessment		
identified		
from the core		
curriculum		
material.		
6. Teachers		
bring		
assessment		
data back to the		
PLCs.		
7. Based on the		
data, teachers		
discuss		
inquiry based		
instruction		
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.		

In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 44% to 46%.	Level of Performance:*	2013 Expected Level of Performance:*			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	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

2. FCAT 2.0: Students	2.1	2.1	2.2	2.2	2.2		
scoring Achievement	2.1	2.1	2.2	L.2	2.2		
Levels 4 or 5 in science.	T 1	TC* 1 TC1	55.71	DI Construction of Australia			
Levels 4 or 5 in science.				PLCs examine student work	2x per year		
	are at varying skill levels	purpose of		and data from assessments with HOTS questions.	District Baseline and		
					Mid-Year Testing		
		to strengthen		assessments is analyzed at	Mid-Year Testing		
		the core curriculum.		PLC meetings.			
	questioning techniques).	Students'	-Science SAL	PLC meetings.			
	teciniques).	math skills	-Science SAL		Semester Exams		
	- PLC meetings		-Reading Coach		Semester Exams		
		through		PLC facilitator will share			
		participation in		data with the Problem	<b>–</b>		
	questioning	Costas Level			During the nine weeks		
	strategies for	Ouestioning.	How	The Problem Solving	During the fille weeks	-	
	upcoming	As a result,		Leadership Team/Reading	-Student work		
	lessons.	there will		Leadership Team will review			
	10330113.			assessment data for positive	-Chapter tests		
	L			trends at a minimum of once	Chapter tests		
	Administrators		walk-throughs.		-Costas quizzes from		
		versus lower	want un oughe.		Tutorial Curriculum		
	skill levels with		-Classroom walk-throughs		Resource		
		for both	observing this strategy.				
			Specific strategy. PSLT		-Costas quizzes on the		
			will create a walk-through		IDEAS ÂVID World		
	questioning.		fidelity monitoring tool		Icon.		
	ľ		that includes all of the				
			SIP strategies. This				
		Action Steps	walk-through form will				
			be used to monitor the				
			implementation of the SIP				
			strategies across the entire				
			faculty.				
		Costas training					
		for staff.	L				
		Demonstration					
		classrooms					
		are identified					
		and training					
		schedule					
		designed for					
		staff.					
		2. Science					
	I	teachers attend		I			

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

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

## **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

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)		
Lab Walk-through	Grades 6-8	District	Science teachers	Professional Study Days,	Administrators conduct targeted	Administration Team
		Supervisor		Saturday	walk-throughs Hands-On Activity	
		_			implementation	
Inquiry and the 5E Lesson Plan Model	n Grades 6-8	Science SAL	Science teachers - PLCs	PLC meetings twice a month	Administrators conduct targeted walkthroughs to monitor inquiry model.	Administration Team

End of Science Goals

# Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	•		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.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3.0 or higher					Quarterly District	
in writing.	Insufficient time	Monitor writing	Principal	Common Formative	Writing Assessments	
1	for teachers	progress at 3 times	i ilicipai	Common Formative		
1		in grades 6-8 using	Assistant Principal			
1	in dinierence	different writing	Assistant Principal	<del>-</del>		
1	individually with	different writing	T 1		3x Per Year	
	students regarding	strategies.	Teachers		<u> </u>	
	skill development of					
1	essays that is written				<u> </u>	
			Writing Assessments will			
			be scored by Language Arts Teachers and will be sent down			
			Teachers and will be sent down			
1			town for monitoring.			
1						
1						
1						
1						
1					During Grading Period	
1						
Writing/LA Goal #1:	2012 Current Level	2013 Expected				
1	of Performance:*	Level of				
1		Performance:*				
1						
1						
Eisenhower Middle						
School students						
will increase the				l		
percentage of				l		
students who score at						
a level 3 and above						
				l		
on the 2013 FCAT						
writes from 83% to						
85%.						
10.5 / 0.				l		
1				l		
1				l		
1						

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

## Writing/Language Arts Professional Development

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

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

school-wide)

PLC Leader

Schedules (e.g., frequency of

meetings)

Fixed Writing

R Kriete

R Kriete

Early Release Monday one School-wide writing plan. Followed per 1st and 2nd Quarter up in PLC meetings

## End of Writing Goals

# **Attendance Goal(s)**

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

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

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

2012 Current	2013 Expected		
Number of	Number of		
Students with			
Excessive Tard	Students with		
(10 or more)_	Excessive Tardies		
	(10 or more)		
40	38		
	P <sup>o</sup> I		

**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

6-8

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

EdLine

and/or

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

(e.g., Early Release) and

needed basis

Schedules (e.g., frequency of

PLC Leader AP

School-wide

meetings) September and then an as

Random check of EdLine postings

AP

End of Attendance Goals

# **Suspension Goal(s)**

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

	loss of Instruction time.			

Suspension Goal #1:	2012 Total Number	2013 Expected			
Suspension Goal #1:	of	Number of			
	01	rumber of			
	In –School	In- School			
	<u>Suspensions</u>	<u>Suspensions</u>			
-The total number					
of In-School					
Suspensions will					
decrease from 576 in					
2011-2012 to 547 in					
2012 -2013.					
2012 -2013.					
-The total number of	ĺ				
Students Suspended					
In-School will					
decrease from 294 in					
2011-2012 to 279 in					
2011-2012 to 279 III 2012-2013					
2012-2013					
-The total number of					
Out-of-Suspensions					
(including ATOSS)					
will decrease from					
420 in 2011-2012 to					
399 in 2012-2013					
111 ZU1Z-ZU13					
-The total number of					
Students Suspended					
Out-of-School will					
decrease from 251 in					
2011-2012 to 235 in					
2012-2013.					
		- 4-			
	576	547			

of Students Suspended	2013 Expected Number of Students Suspended In -School					
	279					
Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	399					
of Students	2013 Expected Number of Students Suspended					
Out- of- School	Out- of-School					
251	235					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

## **Suspension Professional Development**

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

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

PD Content /Topic	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 (PBS)	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, District RtI facilitator and guidance walk-
		USF Trainer				throughs
CHAMPS	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, District RtI facilitator and guidance walk-throughs

### 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 wafan 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

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

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

Grade Level/ Subject

PD Facilitator

and/or

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

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

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

meetings)

End of Dropout Prevention Goal(s)

## **Health and Fitness Goal(s)**

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

	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	I	1	
1. Health and Fitness	1.1.	1. 1	1.1.	1.1.	1.1.	
Goal						
1	Student	Middle Calcad		Checking of student	Student schedules	
	Student	Middle School	Principal		Student schedules	
	resistance.	students will	_	schedules	l I	
		engage in the	Guidance Counselors		Master schedule	
		equivalent	Gardanee Counselors			
		_	APC			
		period per day	APC			
		of physical				
		education for				
		one semester				
		of each year				
		in grades 6				
		through 8.				
		1.				
Health and Fitness Goal #1:	2012 Current	2013 Expected				
Treatest and Titless Goal hit.	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 38% on the						
Pretest to 41% on the Posttest						
	38%	41%				
	[ - / <b>u</b>	/ •				

# **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

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

PLC Leader

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

56%	59%			

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

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

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

PD Content /Topic

Grade Level/

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

PLC Leader

PLC Facilitators

meetings)

PLCs meet every three weeks Administrator and leadership team

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

Subject

Leadership Team

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

All teachers Subject Area

Leaders

Administrator and leadership attendance

at PLC meetings

PLC Survey data

End of Additional Goal(s)

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

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

ITETT ITEGATI	3		<u> </u>			
A. Florida	A.1.	A.1. <u> </u>	A.1	A.1.	A.1.	
Alternate						
Assessment:		L				
Students scoring	T 1 C		****			
proficient in	Lack of	Strategy:	<u>Who</u>	Teachers will reflect on		
reading (Levels 4-	understandi ng of how to		-Principal	lessons during the unit	FAIR	
0)	l. ~ .	Students		citing evidence of learning and use this knowledge to		
	the Core	comprehensi		drive future instruction.	During Grading Period	
	a	on of course content/	AIC	arrye ratare monaction.	C F .:	
		standards		Teacher maintains their	Common Formative Assesments.2-3x Per Year	
	Model (C-	increases		assessments in the online	Assesments.2-3x 1 cr 1 car	
		through the	-ESOL Resource	grading system.		
	the core		T 1	Teachers will chart		
	curriculum),	use of data		their common formative		
	as the	to inform	_	assessments through		
	emphasis has	instruction.		scantron.		
	been placed	Teachers in	How			
		all classes will	DI C.1			
			-PLC logs turned	PLC unit assessment		
		With Core		data will be recorded in		
		Curricurum	provides feedback.	a course-specific PLC		
		to provide differentiated		data base (excel spread		
	carricarani.	instruction	-Classroom walk-	sheet).		
	-Lack of		throughs observing			
	common		this strategy.			
	planning	assessments		PLCs will review unit		
	time to	to ensure	-EET observations	assessments and chart		
	discuss best	the mastery	both Pop In and	the increase in the		
	practices	of essential	Intormals	number of students		
	before the	skills.		reaching at least 80%		
	unit of		-Administrators	mastery on units of		
	instruction.		will use the HCPS Informal Observation	instruction.		
	-Lack of		Pop-In Form (EET			
	common		tool)Evidence of			
	i .		strategy in teachers'			
	[· .		lesson plans seen	PLC facilitator will		
		octore the				

11 (10 1	l.	1 . 1	1 1 2 2 4	 	
identify and		during administration			
analyze core		walk-throughs.	Problem Solving		
curriculum	•PLC		Leadership Team.		
assessments.			The Problem Solving		
			Leadership Team/		
-Lack of		observations.	Reading Leadership		
planning	targets. PLC		Геаm will review		
time to			assessment data for		
analyze		informal and walk	positive trends at a		
data to	want students	through observations.	minimum of once per		
identify best	to learn? How		nine weeks.		
practices.	do we know	-Monitoring data will			
ſ		be reviewed every			
- Need		nine weeks.			
additional					
	•PLC	-Data analysis chat			
implement		and individual			
effective		action plans written			
PLCs.	assessment/	with teacher and			
		administration.			
- Teachers	upcoming				
at varying	units of				
levels of	instruction.				
impleme					
	<ul> <li>Assessments</li> </ul>				
Differentiate					
d Instruction					
	align with the				
the low	standards.				
performing					
and high	•Common			l	
performing	formative				
students).	assessments				
	for each nine			l	
	weeks are			l	
1	pre-written			l	
	based on the				
	standards and				
	scope and			l	
	sequence.				
	1 1				
	•PLC's				
	exchange			l	
	assessments				
	and complete				

	a test quality		
	analysis.		
	•Materials are		
	•Materials are		
	reviewed to		
	ensure that		
	they support		
	the learning		
	standards.		
	Standards.		
	•PLC write		
	SMART		
	goals for the		
	upcoming unit		
	of instruction.		
	of instruction.		
	1 1		
	•Professional		
	development		
	activity is		
	shared for DI.		
	Shared for B1.		
	Do/Check		
	DO/Check		
	•PLC teacher		
	instruct		
	students		
	using the core		
	curriculum,		
1	in cornerating		
1	incorporating		
I	effective		
I	strategies and		
1	DI.		
1			
I	•At the end		
I	of the unit		
1	common		
I	Common		
1	formative		
I	assessment		
I	will be		
1	utilized		
1	to ensure		
1	mastery is		
I			
I	met.		
I	[ <sub>m</sub> ,, ]		
	Check/Act		

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

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

	the entire		
	school year		
	school year, SIP will be		
	Sir will be		
	discussed and		
	taculty will		
	faculty will participate in		
	SIP reviews.		
	Who		
	WIIO		
	D : 1		
	-Principal		
1		1	
1	-APC	1	
		1	
	-Reading		
	Coach		
	Couch		
	-Subject Area		
	-Subject Area		
	Leaders		
	How		
	PLC logs		
	-PLC logs turned into	1	
1	turned into		
	adminis	ı	
	tration.	1	
	Administrat	ı	
	ion provides feedback.	ı	
	feedback.	1	
		ı	
	-Classroom	1	
	walk-throughs	ı	
	walk-throughs observing this	ı	
	observing this	ı	
	strategy.		
		ı	
	-EET		
	observations	1	
	both Pop In	ı	
	and Informal.	1	
	and informur.	ı	

	<u> </u>		
	Administrat		
	ors will use		
	the HCPS		
	Informal		
	Observation		
	Pop-In Form		
	(EET tool).		
	-Evidence		
	of strategy		
	in teachers'		
	lesson plans		
	seen during		
	administration		
	walk-		
	throughs.		
	unoughs.		
	EET D		
	-EET Peer		
	Mentor		
	informal		
	and formal		
	observations.		
	1		
	-School based		
	informal and		
	walk through		
	observations.		
	-Monitoring		
l	data will be		
	reviewed		
	every nine		
<b> </b>	weeks.		
	ļ		
<b> </b>			
	1.1.		
l			
1	Teachers will		
<b> </b>	reflect on		
	lessons during		
	the unit citing		
	evidence		
	of learning		
	and use this		
LI	and abe tind		

	knowledge to		
	drive future		
	instruction.		
	ilistruction.		
	Teacher		
	maintains		
	their		
	assessments		
	in the entire		
	in the online		
	grading		
	system.		
	Teachers will		
	chart their		
I	common		
I	formative		
	assessments		
	through		
	scantron.		
	outifoli.		
	PLC unit		
	assessment		
	data will be		
	recorded in		
	a course-		
	a course-		
	specific PLC		
	data base		
	(excel spread		
	sheet).		
1	[ ····		
1			
I			
I	[ma :: ]		
1	PLCs will		
I	review unit		
I	assessments		
1	and chart the		
I	increase in		
I	the according		
1	the number		
I	of students		
I	reaching at		
I	least 80%		
1	mastery		
I	on units of		
	OII WIIKS OI		

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

6%	9%			

## NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
	See Reading 1.1	See Reading 1.1	See Reading 1.1	See Reading 1.1	See Reading 1.1	

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

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

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

2012 Current Percent of Students Proficient in Writing:			
22%			

# **NEW Math Florida Alternate Assessment Goals**

Based on the analysis of	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
student achievement data,	Barrier					
and reference to "Guiding			(1771 1 1	(Y		<u>'</u>
Questions", identify and				How will the evaluation tool data be		<u>'</u>
define areas in need of			ridelity be monitored?	used to determine the effectiveness		
improvement for the				of strategy?		
following group:						

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

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

ſ	6%	9%			

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

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

TT C( 1 / · ·	1.1.	1.1.	1.1.	1.1.	1.1.		
H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
the middle or upper third							
(proficient) in Geometry.							
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Geometry Gour II.	Level of	of Performance:*					
	Performance:*						
		1.2.	1.2.	1.2.	1.2.	1.2.	

	1	I	I	I	T	I	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achievement data, and reference	Barrier						
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool			
and define areas in need of			fidelity be monitored?	data be used to determine the			
improvement for the following group:				effectiveness of strategy?			
I. Students scoring in the	2.1.	2.1.	2.1.	2.1.	2.1.		
upper third on Geometry.							
' '							
						l	
						l	
						l	
Geometry Goal I:	2012 Current	2013 Evnected Level		<del> </del>			
Geomeny Goal I.	Level of	2013 Expected Level of Performance:*				l	
	Performance:*					l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	
						l	

2	2.2.	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:			Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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

# **NEW Biology End-of-Course (EOC) Goals**

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

Biology EOC Goals	Problem- Solving Process to Increase Student 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	

K Students scoring in	1.1.	1.1.	1.1.	1.1.	1.1.		
K. Students scoring in the middle or upper third (proficient) in Biology.							
(proficient) in Biology.							
(proneient) in Biology.							
Biology Goal K:	2012 Current	2013 Expected					
Biology Goal K.	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.4.	1.4.	1.2.	1.4.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

## **NEW Writing Florida Alternate Assessment Goal**

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

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

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

STEM Goal(s)	<b>Problem-Solving Process</b>		

	to Increase Student Achievement			
Based on the analysis of school data, identify and define  areas in need of improvement:	Anticipated Barrier		Strategy Data Check  How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1:  Implement/expand project/problem-based learning in math, science and CTE/STEM electives.	1.1  Need common planning time for math, science, ELA and other STEM teachers	lead -Subject Area Leaders	Administrative/SAL walk- throughs	1.1  Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

### **STEM Professional Development**

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

Please note that each Strategy does not require a

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professional development or

PLC activity.

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

and/or PLC Focus

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

PLC Leader

Schedules (e.g., frequency of

meetings)

Project-based learning SALs Science, math, ELA and

and/or

On-going

technology teachers PLCs

Administrator walk-throughs

Administration

End of STEM Goal(s)

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
	Student resistance.	Increase student participation in CTSO competitions/events.		the data every quarter to develop next steps.	Log of number of CTSO events  Log of number of students who attend CTSO events

## **CTE Professional Development**

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

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

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

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

End of CTE Goal(s)

## **Differentiated Accountability**

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

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.

- T7	3. T
□ Yes	No

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

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

Final Amount Spent		