FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pivot Charter School-Tampa	District Name: Hillsborough County Public Schools
Principal: Liz Bretz	Superintendent: Mary Ellen Elia
SAC Chair: Marco DiBernardo	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Liz Bretz	Masters in EDL Educational Leadership All levels	1	8	N/A
Assistant Principal	Cassandra Frierson	Masters in EDL Educational Leadership All levels- Biology	2	1	N/A

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,
Area		Certification(s)	Years at	an	FCAT/Statewide Assessment Achievement Levels, Learning
			Current School	Instructional Coach	Gains, Lowest 25%), and AMO progress along with the
					associated school year)
Reading	Teryl Lindsey	Masters /	2	1	N/A
		Elementary Ed., Reading,			
		ESOL, Integrated Math			

Highly Qualified Teachers

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

Description of Strategy		Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.	Provide all beginning teachers with part time mentors.	Lead teacher	July 2013	
2.	Provide teachers opportunities to take part in sustained and research based professional development in content areas.	Principal	On going	
3.	Develop partnerships with local teacher education programs to advocate specific needs of the school.	Principal	On going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-	Provide the strategies that are being implemented to support the staff in becoming highly effective
of-field/ and who are not highly effective.	
2	Teachers are given opportunities to take part in professional development in content areas. In addition, teachers currently teaching in out of field areas have signed agreements to earn for those areas.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
10	20%	20%	50%	10%	60%	90%	20%	0%	60%

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Teryl Lindsey	Darrell Comrie	New teacher/lead teacher	Weekly discussions, modeling

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	N/A			
Title I, Part C-	- Migrant N/A			

Title I, Part D
N/A
Title II
N/A
Title III
N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

The MTSS team consists of Principal, Asst. Principal, ESE coordinator, lead teacher and content area teachers.

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?

Pivot is a small staffed school and therefore our team meets monthly to discuss students' needs. Teachers of all content areas track students who are on level, on the bubble and who need intervention on a weekly basis. Intervention is provided by teachers. When the level of intervention with the teacher is unsuccessful then students

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Revised July, 2012

are brought to the team for future review.

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? Many SIP team members are on the MTSS team. Therefore, the team will be analyzing data and interventions for the SIP goals.

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 Data source will come from our writing assessments, FCAT scores, math assessments and science assessments.

Describe the plan to train staff on MTSS.

MTSS training will be provided to the staff through professional development opportunities during faculty meetings.

Describe plan to support MTSS.

- Administration representation on the team
- Administration providing student assessment data
- Time given at faculty meetings to discuss interventions
- Data given upon request

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, reading coordinator, language arts teachers and ESOL coordinator

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

Goals are shared by administration and strategies are given to achieve the goals of SIP. Student data is monitored by team and shared across curricular areas to improve instruction.

What will be the major initiatives of the LLT this year? Major initiatives this year will focus on Reading strategies taught across all curriculum areas.

The major initiative to implement reading and writing strategies across the curriculum areas.

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.

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N/A

*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.

Every teacher is given monthly trainings that cover Reading Strategies to use with all curriculums by the Reading Coordinator. Teachers will be evaluated on their imbedding the strategies in their lessons.

*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?

Courses are written by Curriculum Specialists at Advanced Academics to ensure that students receive lessons that clearly connect with real life activities and purpose. Small group instruction at Pivot includes lesson to illustrate the relevance.

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?

Students are involved in their course selections every semester. In addition, students are given interest surveys to grasp an understanding of their career interests. Speakers will be invited in throughout the year to give students a better understanding of what they may experience in different career choices.

Postsecondary Transition

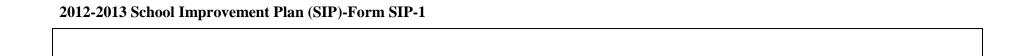
Note: Required for High School- Sec. 1008.37(4), F.S.

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

A variety of strategies are in place to help improve student readiness for post secondary education. They are as follows:

- Dual enrollment
- Advanced Placement courses offered
- College visits
- Career and technical courses offered
- Passport to College –Devry University

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Readi	ng Goals		Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. FCAT 2.0: Students sco (Level 3-5). Reading Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 55% to 58%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:* 58%	1.1. Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in inhouse training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	Common Core Reading StrategyAcross All Content Areas – Reading comprehension improves when students are given the opportunity to practice reading strategies repetitively and consistently. Reading comprehension improves when students are engaged in grappling with complex text. Therefore, students will be presented with such	I.1 Who —Principal —AP —District Reading Coordinator How — Small Group Reading Plans, Small Group Observations, weekly student reports, sharing of formal assessment outcomes and daily curriculum outcomes.	1.1. Teacher Level — — — — — — — — — — — — — — — — — — —	1.1. Bi-weekly "Reading Plus" online assessments During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)	
			1.2.	the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content small group action plans.		Administrator Level – Administrators will continue to implement best practices with regard to promoting metacognition while actively pursuing the necessary tools and technology to ensure students are equipped to meet the intended goals within this blended model. 1.2.	1.2.	

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Teachers' knowledge		Who _		Bi-weekly "Reading Plus"
base of this strategy	Strategy Across all	-Principal	-Teachers reflect on lesson	online assessments
requires professional	Content Areas	-AP	outcomes and use this	During the Grading
development. All	Common Core	-District Reading	knowledge to drive future	<u>Period</u>
content area teachers	Questions of all types and	Coordinator	instruction.	- Common assessments
will participate in in-	levels are necessary to		-Teachers use the on-line	(pre, post, mid, section,
house	scaffold students'	How –	grading system data to	end of unit, intervention
training with the	understanding of complex	-Small Group Reading	calculate their students'	checks)
District Reading	text. Teachers need to	Plans	progress towards the	
Coordinator as well as	understand and use higher-	-Small Group	development of their	
register for other	order, text-dependent	Observations	individual small group plans	
district sponsored	questions at the	-Weekly student reports	and SMART Goal	
trainings that address	word/phrase, sentence, and	-Sharing of formal		
reading strategies.	paragraph/passage levels		Administrator Level	
	(Webb's, Bloom, Costas).	daily curriculum	-Using the individual teacher	
	Teachers will employ the	outcomes.	data, teachers calculate the	
	Socratic Method – asking	-Reading Coach	SMART goal data across all	
	rather than telling –	observations and walk-	classes/courses.	
	_	throughs	-Administrators reflect on	
	and evoking students'	-Administrative walk-	online lesson outcomes and	
	critical thinking skills.	throughs looking for	data used to drive future	
	Student reading	implementation of	instruction.	
	comprehension improves		-Data is used to drive teacher	
		consistency.		
	to provide evidence to		support and student	
	support their answers to	-Administrator and	supplemental instruction.	
		Reading Coach aggregate		
	text-dependent questions.	the walk-through data		
	Scaffolding of students'	school-wide and shares		
		with staff the progress of		
	through well-crafted text-	strategy implementation.		
	dependent question assists			
	students in discovering and			
	achieving deeper			
	understanding of the			
	author's meaning. All			
	content area teachers are			
	responsible for			
	implementation.			
	Action Steps			
	Action steps for this strategy			
	are outlined on grade			
	level/content small group			
	action plans.			
1.3.	1.3.	1.3.	1.3.	1.3

	Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in inhouse training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	Strategy Across all Content Areas Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higherorder, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area small group action plans.	Coordinator -Subject Area Teachers How -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -Teachers turn their logs into small group plans and/or coach after a unit	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instructionTeachers maintain their assessments in the on-line grading systemTeachers use the on-line grading system data to calculate their students' progress towards the development of their individual small group SMART Goal. Teacher Level -Teachers reflect on lesson outcomes and data used to drive future instruction For each class/course, Teachers chart their overall progress towards the SMART Goal. Leadership Team Level -Principal, AP, District Reading Coordinator, share SMART Goal dataData is used to drive teacher support and student supplemental instruction.	Bi-weekly "Reading Plus" online assessments During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
	2.1. Teachers' knowledge base of this strategy	2.1 Common Core Reading Strategy Across All Content	2.1. Who –Principal	2.1. Teacher Level – Teachers reflect on desired	2.1. Bi-weekly "Reading Plus" online assessments

Reading Goal #2:	2012 Current	2013 Expected Level	requires professional	Areas – Reading	-AP	outcomes and use this	
Reading Goal #2.	Level of		development. All	comprehension improves when	-District Reading	information to drive lesson	During the Grading
The memorate on of students	Performance:*		content area teachers	students are given the	Coordinator		Period
The percentage of students				opportunity to practice reading	Coordinator	planning and future	
scoring a Level 4 or higher on	15%	18%	will participate in in-	etrategies repetitively and	W 0 11 C	instruction.	- Common assessments
the 2013 FCAT Reading will	13/0		house	consistently. Reading	How – Small Group	L	(pre, post, mid, section,
increase from 15% to 18%.			training with the	comprehension improves	Reading Plans, Small	Leadership Team Level-	end of unit, intervention
			District Reading	when students are engaged	Group Observations,	-Principal, Assistant	checks)
			Coordinator as well as	in grappling with complex	weekly student reports,	Principal, and Reading	
			register for other	text. Therefore, students	sharing of formal	Coordinator will set SMART	
			district sponsored	will be presented with such	assessment outcomes and	goals and share with all	
			trainings that address		daily curriculum	content area teachers.	
			reading strategies.	complex text in addition to	outcomes.		
			8 8	grade level text. Teachers		-Data gathered from both	
				need to understand how to		formal and informal	
				select/identify complex text,	,	assessments will drive teacher	
				shift the amount of		support & supplemental	
				informational text used in			
				the content curricula, and		instruction.	
				share complex texts with all			
				students. All content area		Administrator Level –	
				teachers are responsible for		Administrators will continue	
				implementation.		to implement best practices	
				1		with regard to promoting	
				Action Steps		metacognition while actively	
				Action steps for this strategy		pursuing the necessary tools	
				are outlined on grade		and technology to ensure	
				level/content small group		students are equipped to meet	
				action plans		the intended goals within this	
				action plans		blended model.	
			2.2.	2.2.	2.2.	2.2.	2.2.
			Teachers' knowledge		Who		Bi-weekly "Reading Plus"
			base of this strategy	Strategy Across all	-Principal	-Teachers reflect on lesson	online assessments
			requires professional	Content Areas	-AP	outcomes and use this	During the Grading
				Content Areas Common Core	-District Reading		Period
			development. All	Questions of all types and		knowledge to drive future	
			content area teachers		Coordinator	instruction.	- Common assessments
			1 1	levels are necessary to	L	-Teachers use the on-line	(pre, post, mid, section,
			house	scaffold students'	How –	grading system data to	end of unit, intervention
			training with the	understanding of complex	-Small Group Reading	calculate their students'	checks)
			District Reading	text. Teachers need to	Plans	progress towards the	
			Coordinator as well as	understand and use higher-	-Small Group	development of their	
			register for other	order, text-dependent	Observations	individual small group plans	
			district sponsored	questions at the	-Weekly student reports	and SMART Goal	
			trainings that address	word/phrase, sentence, and	-Sharing of formal		
			reading strategies.	•	assessment outcomes and	Administrator Level	
			reading buttergrees.		daily curriculum	-Using the individual teacher	
					outcomes.	data, PLCs calculate the	
				Bociane Menion – asking	-Reading Coach	SMART goal data across all	

	and evoking students' critical thinking skills. Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text	consistencyAdministrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.	classes/coursesAdministrators reflect on online lesson outcomes and data used to drive future instructionData is used to drive teacher support and student supplemental instruction.	
2.3 Teachers' knowledge base of this strategy requires professional development. All content area teachers will participate in inhouse training with the District Reading Coordinator as well as register for other district sponsored trainings that address reading strategies.	Strategy Across all Content Areas Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-	2.3 Who Principal -AP -District Reading Coordinator -Subject Area Teachers How -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs -Teachers turn their logs into small group plans and/or coach after a unit of instruction is complete	Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers maintain their assessments in the on-line grading system. Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual small group SMART Goal.	2.3 Bi-weekly "Reading Plus" online assessments During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

	o reading and 4) -Administration shares -Teachers reflect on lesson
	in text-based class the positive outcomes outcomes and data used to
discussio	a. <u>All content area</u> observed in small group drive future instruction.
teachers	re responsible meetings on a monthly - For each class/course,
for imple	mentation. basis. Teachers chart their overall
	-Reading Coordinator progress towards the SMART
Action S	
	ps for this strategy throughs
	ed on grade -Administrative walk- Leadership Team Level
	ent area small throughs looking for -Principal, AP, District
group act	
group act	strategy with fidelity and SMART Goal data.
	consistencyData is used to drive teacher
	-Administrator and support and student
	Reading Coach aggregate supplemental instruction.
	the walk-through data
	school-wide and shares
	with staff the progress of
	strategy implementation.
	Who
	-Principal
	-AP
	-District Reading
	Coordinator
	-Subject Area Teachers
	ha l
	How
	-Reading Logs
	-Language Arts Logs
	-Social Studies Logs
	-Elective Logs
	-Teachers turn their logs
	into small group plans
	and/or coach after a unit
	of instruction is complete.
	-Administration shares
	the positive outcomes
	observed in small group
	meetings on a monthly
	basis.
	-Reading Coordinator
	observations and walk-
	throughs
	-Administrative walk-
	throughs looking for
	m. o.g. 101

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					implementation of		1
					strategy with fidelity and consistency.		
					-Administrator and		
					Reading Coach aggregate		
					the walk-through data		
					school-wide and shares with staff the progress of		
					strategy implementation.		
Based on the analysis of studer			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify an	nd define areas in a ollowing group:	need of improvement			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the	
for the re	mowing group.				indenty be monitored:	effectiveness of strategy?	
3. FCAT 2.0: Points for stu	udents making	g Learning Gains	3.1.	3.1.	3.1.	3.1.	3.1.
in reading.			-Teachers struggle with how to structure		Who -Principal	School has a system for teachers to record and report	<u>Bi-weekly</u> "Reading Plus" online assessments
Reading Goal #3:	2012 Current	2013 Expected Level	curriculum	improves through teachers	-AP	during-the-grading period	omme assessments
Reading Goal #3.	Level of	of Performance:*		working collaboratively to	-District Reading		During the Grading
Points earned from students	Performance:*			focus on student learning.	Coordinator	administration, coach, and	Period Period
making learning gains on the	64	67		Specifically, they use the	-Teachers of like grades	other leadership team	- Common assessments
2013 FCAT Reading will	04	U /	this barrier, this year teachers are being	Plan-Do-Check-Act model and log to structure their	and/or like courses	members.	(pre, post, mid, section, end of unit, intervention
increase from 64 points to 67 points.			trained to implement	way of work. Using the	How		checks)
points.			the Plan-Do-Check-	backwards design model for	Teachers turn their logs		,
			Act strategy.	units of instruction, teachers	into small group plans		
					and/or coach after a unit of instruction is complete.		
					-Teachers receive		
				them to learn?	feedback on their logs.		
					-Administrators and		
				have learned it?	coaches attend targeted		
				3. How will we respond if they don't learn?	meetings		
				4. How will we respond if	-Administration shares		
				they already know it?	the data of teacher		
					meetings and visits with		
				Actions/Details -Grade level/like-course	staff on a monthly basis.		
				teachers use a Plan-Do-			
				Check-Act "Unit of			
				Instruction" log to guide			
				their discussion and way of			
				work. Discussions are summarized on log.			
				-Additional action steps for			
				this strategy are outlined on			

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	grade level/content area			
	teachers' small group plans.			
3.2.	3.2.	3.2.	3.2.	3.2.
	Strategy/Task	Who		Bi-weekly "Reading Plus"
differentiate after the	Student achievement	-Principal	-Teachers reflect on lesson	online assessments
lesson is taught instead	improves when teachers use	-AP	outcomes and use this	
of planning how to	on-going student data to	-District Reading	knowledge to drive future	During the Grading
differentiate the lesson	differentiate instruction.	Coordinator	instruction.	<u>Period</u>
when new content is		-Teachers of like grades	-Teachers maintain their	- Common assessments
presented.	Actions/Details	and/or like courses	assessments in the on-line	(pre, post, mid, section,
-Teachers are at	Within PLCs <u>Before</u>	**	grading system.	end of unit, intervention
		How DLC 1 town addings	-Teachers use the on-line	checks)
Differentiated		-PLC logs turned into	grading system data to	
Instruction strategies.		administration -Teachers turn their logs	calculate their students' progress towards the	
-Teachers tend to give all students the same	assessments and daily classroom	into small group plans	development of their	
lesson, handouts, etc.		and/or coach after a unit	individual/PLC SMART	
lesson, nandouts, etc.	plan Differentiated	of instruction is complete.	Goal	
	Instruction groupings and	-Teachers receive	PLC Level	
	activities for the delivery of	feedback on their logs.	-Using the individual teacher	
	new content in upcoming	-Administrators attend	data, PLCs calculate the	
	lessons.		SMART goal data across all	
	In the classroom/learning	-Progress of PLCs	classes/courses.	
	labs	discussed at Leadership	-PLCs reflect on lesson	
	-During the lessons,	Team.	outcomes and data used to	
	students are involved in	-Administration shares	drive future instruction.	
	flexible grouping techniques	the positive outcomes	- For each class/course, PLCs	
	PLCs <u>After </u> Instruction	observed in PLC	chart their overall progress	
	-Teachers reflect and discuss		towards the SMART Goal.	
	the outcome of their DI	basis.	<u>Leadership</u>	
	lessons.		Team/Administrator Level	
	-Teachers use student data		-Administrators share	
	to identify successful DI		SMART Goal data with the	
	techniques for future		Leadership Team.	
	implementation.		-Data is used to drive teacher	
	-Teachers, using a problem-		support and student	
	solving question protocol, identify students who need		supplemental instruction.	
	re-teaching/interventions			
	and how that instruction will			
	be provided.			
	provided.			

Based on the analysis of stude "Guiding Questions", identify a for the fe			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for statement learning gains in reading.	tudents in Lo	Ü	4.1Scheduling time for the principal/APC to	4.1. Strategy Across all Content Areas	4.1. Who Administration	4.1Tracking of reading coordinator's participation in	4.1. <u>Bi-weekly</u> "Reading Plus" online assessments
Reading Goal #4:	2012 Current Level of	2013 Expected Level of Performance:*	meet with the reading coordinator on a	Strategy/Task	How-	PLCsTracking of reading	During the Grading
Points earned from students in	Performance:*		regular basis. -Teachers willingness	Student achievement improves through teachers '	-Review of reading coordinator's report	coordinator's interactions with teachers (planning, co-	Period - Common assessments
the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 68 points to 71 points.	68	71	to accept support from the reading coordinatorTeachers willingness to fully and consistently implement outlined strategies.	collaboration with the District Reading Coordinator in all content areas. Actions/Details District Reading Coordinator -The reading coordinator and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present dataThe reading coordinator rotates through all subjects' PLCs to:Facilitate lesson planning that embeds rigorous tasksFacilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy, employ the Socratic Method (asking rather than telling)Facilitate the identification, selection, development of rigorous core curriculum common assessmentsFacilitate core curriculum assessment data analysis	-Review of reading coordinator's report of support to targeted teachersAdministrative walk-throughs of reading coordinator working with teachers (either in classrooms, PLCs or planning sessions)	teaching, modeling, debriefing, professional development, and walk- throughs) -Administrator-Reading Coordinator meetings to	(pre, post, mid, section, end of unit, intervention checks)

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			interventions and the			
			intentional grouping of the			
			students.			
			-Using walk-through data,			
			the reading coordinator and			
			administration identify			
			teachers for support in co-			
			planning, modeling, co-			
			teaching, observing and			
			debriefing.			
			-Throughout the school			
			year, the reading			
			coordinator/ administration			
			conducts one-on-one data			
			chats with individual			
			teachers using the data			
			gathered from walk-through			
			tools. This data is used for			
			future professional			
			development, both			
			individually and as a			
			department.			
			Leadership Team and			
			Reading Coordinator			
			-The reading coordinator			
			meets with the			
			principal/APC to map out a			
			high-level summary plan of			
			action for the school year.			
			-Every two weeks, the			
			reading coordinator meets			
			with the principal/APC to:			
			Review log and work			
			accomplished and			
			Develop a detailed plan of			
			action for the next two			
			weeks.			
		1.2	1.0	4.2	10	1.2
		4.2.		4.2.	4.2.	4.2.
		-The Extended		Who	Supplemental data shared	Curriculum Based
						Measurement (CBM)
		(ELP) or tutoring			classroom teachers who have	
				Coordinator	students.	guidelines)
			tutoring as supplemental			
		weaknesses of the	instruction on targeted	How Monitored		
		weakiresses of the	mon action on targeted	110W MIDINIOICU		

on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP or tutoring sessionsMinimal communication between regular teachers and ELP teachers or tutorsELP teachers or tutors dentify lessons for students that target seitles stills that are not at the mastery levelStudents attend ELP or tutoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacherWhen the students have mastered the specific skill, they are exited from the ELP or tutoring program.
what the students is missing in the regular classroom teachers communicate with the ELP communicated between regular classroom teachers or tutors regarding specific skills that students have mastered. -ELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery levelStudents attend ELP or tutoring sessionsProgress monitoring data collection used between regular teachers or tutors regarding and ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors** identify lessons for students that target specific skills that are not at the mastery levelStudents attend ELP or tutoring sessionsProgress monitoring data collection used between regular teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP teachers or tutors outlining skills that need remediation. **ELP te
classroom and the instruction received during ELP or tutoring sessions. -Minimal communication between regular teachers or tutors. -Sudents attend ELP or tutoring sessions. -Progress monitoring data collected by the ELP teacher or tutor or utor or utor or utor or a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP
during ELP or tutoring sessions. -Minimal communication between regular teachers and ELP teachers or tutors. -Tutoring sessions. -Students attend ELP or tutoring sessions. -Progress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skills that students have mastered. -In the mastered. -ELP teachers or tutors students that target specific skills that are not at the mastery level. -Students attend ELP or tutoring sessions. -Progress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP
-Minimal communication between regular teachers and ELP teachers or tutors. -Students attend ELP or tutoring sessionsProgress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacherWhen the students have mastered the specific skill, they are exited from the ELP
between regular teachers and ELP teachers or tutors. -Students attend ELP or tutoring sessionsProgress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacherWhen the students have mastered the specific skills that are not at the mastery levelStudents attend ELP or tutoring sessionsProgress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacherWhen the students have mastered the specific skill, they are exited from the ELP
teachers and ELP teachers or tutors. are not at the mastery level. -Students attend ELP or tutoring sessions. -Progress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP
tutoring sessionsProgress monitoring data collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacherWhen the students have mastered the specific skill, they are exited from the ELP
collected by the ELP teacher or tutor on a weekly or biweekly basis and communicated back to the regular classroom teacherWhen the students have mastered the specific skill, they are exited from the ELP
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regular classroom teacherWhen the students have mastered the specific skill, they are exited from the ELP
mastered the specific skill, they are exited from the ELP
they are exited from the ELP

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable (AMOs), Reading and Math Performance		urable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Dbjectives (AMOs). In six year school will reduce their achievement gap by 50%.		10%	20%	30%	40%	50%		
5A. Student subgroups by ethi Hispanic, Asian, American India progress in reading.			N/A	5A.1. Strategy Across all Content Areas	5A.1. Who Administration	coordinator's participation in	5A.1. Bi-weekly "R online assessi	
Reading Goal #5A:	Level of Performance:*	2013 Expected Level of Performance:*			HowReview of reading coordinator's report	PLCsTracking of reading coordinator's interactions with teachers (planning, co-	During the O Period - Common as	sessments
scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>80</u> % to	Black:42 Hispanic:36	White: Black: Hispanic: Asian: American		areas.	-Review of reading coordinator's report of support to targeted teachers. -Administrative walk-	teaching, modeling, debriefing, professional development, and walk- throughs) -Administrator-Reading	(pre, post, midend of unit, in checks)	
The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>42</u> % to	Indian: n/a	Indian:		and administration conducts	throughs of reading coordinator working with teachers (either in classrooms, PLCs or planning sessions)	Coordinator meetings to review logs/reports and discuss action plan for reading coordinator for the upcoming two weeks.		
				one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading coordinator rotates through all subjects'				
from <u>36</u> % to <u>46</u> %.				PLCs to:Facilitate lesson planning that embeds rigorous tasksFacilitate development, writing, selection of higher- order, text-dependent				
				questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy, employ the Socratic Method (asking rather than telling).				

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Facilitate the
identification, selection,
development of rigorous
core curriculum common
assessments
Facilitate core curriculum
assessment data analysis
Facilitate the planning for
interventions and the
intentional grouping of the
students.
-Using walk-through data,
the reading coordinator and
the reading coordinator and
administration identify
teachers for support in co-
planning, modeling, co-
teaching, observing and
debriefing.
-Throughout the school
year, the reading
coordinator/ administration
conducts one-on-one data
chats with individual
teachers using the data
gathered from walk-through
tools. This data is used for
future professional
development, both
individually and as a
department.
department.
Leadership Team and
Leadership team and
Reading Coordinator
-The reading coordinator
meets with the
principal/APC to map out a
high-level summary plan of
action for the school year.
-Every two weeks, the
reading coordinator meets
with the principal/APC to:
Review log and work
accomplished and
Develop a detailed plan of
action for the next two
weeks.
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	5A.2.	5A.2	5A.2	5A.2	5A.2
				Supplemental data shared	Curriculum Based
	Learning Program			with leadership and	Measurement (CBM)
	(ELP) or tutoring		District Reading	classroom teachers who have	
		through receiving ELP or		students.	guidelines)
		tutoring as supplemental			,
			How Monitored		
			Administrators and		
	on an ongoing basis.	mastery level.	reading coordinator will		
	-Not always a direct		review the		
	correlation between		communication logs and		
	what the students is	Action Steps	data collection used		
	missing in the regular		between regular teachers		
	classroom and the		and ELP teachers or		
	instruction received		tutors outlining skills that		
			need remediation.		
	sessions.	have not mastered.			
	-Minimal	-ELP teachers or tutors			
		identify lessons for students			
		that target specific skills that			
		are not at the mastery level.			
	teachers or tutors.	-Students attend ELP or			
		tutoring sessions.			
		-Progress monitoring data			
		collected by the ELP teacher			
		or tutor on a weekly or			
		biweekly basis and			
		communicated back to the			
		regular classroom teacher.			
		-When the students have			
		mastered the specific skill,			
		they are exited from the ELP			
		or tutoring program.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvanta	ged students	not making	5B.1.	5B.1.	5B.1	5B.1	5B.1
satisfactory progress in readi	ng.			Strategy Across all	<u>Who</u>	Supplemental data shared	Curriculum Based
Reading Goal #5B:	2012 Current	2013 Expected		Content Areas	Administrators and	with leadership and	Measurement (CBM)
<u> </u>	Level of	Level of		C44/TI-	District Reading	classroom teachers who have	(From District RtI
. The percentage of Economically	Performance:*	Performance:*		Strategy/Task Student achievement	Coordinator	students.	guidelines)
Disadvantaged_students scoring	5 0	(0			II M		
proficient/satisfactory on the 2013	50	60		collaboration with the	How Monitored Administrators and		
FCAT/FAA Reading will increase				District Reading	reading coordinator will		
from50_% to60%.					review the		
				areas.	communication logs and		
			ĺ		data collection used		
			ĺ	Actions/Details	between regular teachers		
			ĺ	District Reading	and tutors outlining skills		
				Coordinator	that need remediation.		
				-The reading coordinator			
				and administration conducts			
				one-on-one data chats with			
				individual teachers using the			
				teacher's student past and/or			
				present data.			
				-The reading coordinator			
				rotates through all subjects'			
				PLCs to:			
				Facilitate lesson planning that embeds rigorous tasks			
				Facilitate development,			
				writing, selection of higher-			
				order, text-dependent			
			ĺ	questions/activities, with an			
				emphasis on Webb's Depth			
				of Knowledge question			
			ĺ	hierarchy, employ the			
			ĺ	Socratic Method (asking			
				rather than telling).			
			ĺ	Facilitate the			
				identification, selection,			
				development of rigorous			
				core curriculum common			
				assessments			
			ĺ	Facilitate core curriculum			
				assessment data analysis			
				Facilitate the planning for			

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				interventions and the			
				intentional grouping of the			
				students.			
				-Using walk-through data,			
				the reading coordinator and			
				administration identify			
				teachers for support in co-			
				planning, modeling, co-			
				teaching, observing and			
				debriefing.			
				-Throughout the school			
				year, the reading			
				coordinator/ administration			
		1	1	conducts one-on-one data			
			1	chats with individual			
				teachers using the data			
				gathered from walk-through			
		1	1	tools. This data is used for			
				future professional			
				development, both			
				individually and as a			
				department.			
Based on the analysis of student ac			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and de	efine areas in need		Anticipated Barrier	Strategy	Who and how will the	How will the evaluation tool data	Student Evaluation Tool
	efine areas in need		Anticipated Barrier	Strategy		How will the evaluation tool data be used to determine the	Student Evaluation Tool
"Guiding Questions", identify and de for the following	efine areas in needing subgroup:	d of improvement		C.	Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?	
"Guiding Questions", identify and de for the following SC. English Language Learner	efine areas in needing subgroup: ers (ELL) not	d of improvement	5C.1.	5C.1.	Who and how will the fidelity be monitored? 5C.1.	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1.	5C.1.
"Guiding Questions", identify and de for the following SC. English Language Learner	efine areas in needing subgroup: ers (ELL) not	d of improvement	5C.1. -Improving the	5C.1. ELLs (LYs/LFs)	Who and how will the fidelity be monitored? 5C.1. Who	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level	5C.1. Before New Grading
"Guiding Questions", identify and de for the followir 5C. English Language Learne satisfactory progress in reading	efine areas in needing subgroup: ers (ELL) noting.	d of improvement	5C.1Improving the proficiency of ELL	5C.1. ELLs (LYs/LFs) comprehension of course	Who and how will the fidelity be monitored? 5C.1. Who -School based	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson	5C.1. Before New Grading Period
"Guiding Questions", identify and de for the following SC. English Language Learner	erine areas in needing subgroup: ers (ELL) noting. 2012 Current	t making 2013 Expected	5C.1Improving the proficiency of ELL	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this	5C.1. Before New Grading Period -CELLA
"Guiding Questions", identify and de for the following SC. English Language Learne satisfactory progress in reading Reading Goal #5C:	efine areas in needing subgroup: ers (ELL) noting. 2012 Current Level of	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL	5C.1. ELLs (LYs/LFs) comprehension of course	Who and how will the fidelity be monitored? 5C.1. Who -School based	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson	5C.1. Before New Grading Period
"Guiding Questions", identify and de for the following the	erine areas in needing subgroup: ers (ELL) noting. 2012 Current	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priority.	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this	5C.1. Before New Grading Period -CELLA -FCAT
"Guiding Questions", identify and de for the following SC. English Language Learners satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.	5C.1. Before New Grading Period -CELLA
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable)
"Guiding Questions", identify and de for the following SC. English Language Learners satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA)	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading,	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students'	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers -How	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading,	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers -How -Administrative and	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science.	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers -How -Administrative and ERT walk-throughs using	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers -How -Administrative and ERT walk-throughs using the walkthrough	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers -How -Administrative and ERT walk-throughs using	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal.	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough strategies with focus on	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher).	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers -How -Administrative and ERT walk-throughs using the walkthrough	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -PLCs reflect on lesson outcomes and data used to	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher)Teachers	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough strategies with focus on	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction.	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher)Teachers implementation of	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough strategies with focus on	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading,	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher)Teachers implementation of CALLA (Cognitive	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough strategies with focus on	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL
"Guiding Questions", identify and de for the following the following satisfactory progress in reading Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will	ers (ELL) not ng. 2012 Current Level of Performance:*	t making 2013 Expected Level of	5C.1Improving the proficiency of ELL students in our student is of high priorityThe majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher)Teachers implementation of CALLA (Cognitive Academic Language	5C.1. ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to	Who and how will the fidelity be monitored? 5C.1. Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough strategies with focus on	How will the evaluation tool data be used to determine the effectiveness of strategy? 5C.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading,	5C.1. Before New Grading Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL

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					1	
		across core courses.	area teachers on how to		-ERTs meet with Reading,	
		-Administrators at	access and use A+ Rise		Language Arts, Social Studies	
	,	varying skill levels	Strategies for ELLs at		and Science PLCs on a	
]	regarding use of A+	http://arises2s.com/s2s/ into		rotating basis to assist with	
		Rise in order to	core content lessons.		the analysis of ELLs	
		effectively conduct an	-ERT models lessons using		performance data.	
			A+ Rise Strategies for		- For each class/course, PLCs	
		walk-through.	ELLs.		chart their overall progress	
		want unough.	-ERT observes content area		towards the ELL SMART	
			teachers using A+Rise and		Goal.	
			provides feedback, coaching		Leadership Team Level	
					-PLC facilitator shares ELL	
			and support.			
			-District Resource Teachers		SMART Goal data with the	
			(DRTs) provide professional		Leadership Team.	
			development to all		-Data is used to drive teacher	
			administrators on how to		support and student	
			conduct walk-through		supplemental instruction.	
			fidelity checks for use of A+		-ERTs meet with RtI team to	
			Rise strategies for ELLs.		review performance data and	
			_		progress of ELLs (inclusive	
					of LFs)	
		5C.3		5C.3	5C.3	5C.3
		-Lack of understanding	ELLs (LYA, LYB & LYC)	<u>Who</u>	Analyze core curriculum and	Before New Grading
	1	teachers who can	comprehension of course	-School based	district level assessments for	<u>Period</u>
	1	provide ELL	content/standards improves	Administrators	ELL students. Correlate to	-CELLA
		accommodations	through participation in the	-ESOL Resource	accommodations to determine	-FCAT
		beyond FCAT testing.		Teachers	the most effective approach	-FAA (when applicable)
		-Administrators at	accommodations on core		for individual students.	(11
		varying levels of		How		During the Grading
		expertise in being	assessments across Reading,			Period Period
				ERT walk-throughs.		-Core curriculum end of
		guidelines and job		Tools from the RtI		core common unit/
		responsibilities of ERT		Handbook and ELL RtI		
		and Bilingual				segment tests with data
				Checklist, and ESOL		aggregated for ELL
		paraprofessional.		Strategies Checklist can		performance.
				be used as walk-through		
				forms.		
			Use of heritage			
			language dictionary			
			(lesson and			
			assessments)			
		5C.4	5C.4	5C.4	5C.4	5C.4
		-Improving the		Who		Before New Grading
I .		improving the	(D111, D1D & D1C)	1140	I CHICHCI LICTOR	Deloie Iten Graung

		-School based	T1	n · 1
proficiency of ELL	comprehension of course			Period
students in our school		Administrators	outcomes and use this	-CELLA
is of high priority.	in reading, language arts,		knowledge to drive future	-FCAT
		Teachers		-FAA (when applicable)
in drilling down their	studies through teachers		-Teachers use the on-line	
	working collaboratively to		grading system data to	During the Grading
ELL level.	focus on ELL student	How	calculate their students'	<u>Period</u>
	learning. Specifically, they	PLC logs (with specific	progress towards their PLC	-Core curriculum end of
	use the Plan-Do-Check-Act	ELL information) for like	and/or individual ELL	core common unit/
	model to structure their way	courses/grades.	SMART Goal.	segment tests with data
	of work for ELL students.			aggregated for ELL
				performance.
	Action Steps		outcomes and data used to	F
	-Teachers analyze CELLA		drive future instruction.	
	data to identify ELL		-ERTs meet with Reading,	
	students who need		Language Arts, Social Studies	
	assistance in the areas of		and Science PLCs on a	
			rotating basis to assist with	
	listening/speaking, reading			
	and writing.		the analysis of ELLs	
	-Teachers use time during		performance data.	
	PLCs to reinforce and		-For each class/course, PLCs	
	strengthen targeted ELL		chart their overall progress	
	effective teaching strategies		towards the ELL SMART	
	(CALLA and A+ Rise) in		Goal.	
	the areas of		Leadership Team Level	
	listening/speaking, reading		-PLC facilitator shares ELL	
	and writing.		SMART Goal data with the	
	-Teachers use time during		Leadership Team.	
	PLCs to reinforce and		-Data is used to drive teacher	
	strengthen targeted ELL		support and student	
	Differentiated Instruction		supplemental instruction.	
	lessons in Reading,		-ERTs meet with RtI team to	
	Language Arts, Math,		review performance data and	
	Science and Social Studies.		progress of ELLs (inclusive	
	-PLCs generate SMART		of LFs)	
	goals for ELL students for		of Er s)	
	upcoming units of			
	instruction.			
	-PLCs/teachers plan for			
	upcoming lessons/units			
	using targeted CALLA and			
	A+ Rise strategies and			
	Differentiated Instruction			
	strategies based on ELLs			
	needs in the areas of			
	listening/speaking, reading			

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				and writing.			
				-PLCs/teachers plan for			
				accommodations for core			
				curriculum content and			
				assessment.			
				-When conducting data			
				analysis on core curriculum			
				assessments, PLCs			
				aggregate the ELL data.			
				-Based on the data,			
				PLCs/teachers plan			
				interventions for targeted			
				ELL students using the			
				resources from CALLA and			
				A+ Rise and employing			
				Differentiated instruction			
				methods.			
Based on the analysis of student ac			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and de		of improvement				How will the evaluation tool data	
for the following	ig subgroup:				fidelity be monitored?	be used to determine the effectiveness of strategy?	
5D. Students with Disabilities	(SWD) not m	olzina	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
	` '	akilig		Strategy	Who		Before New Grading
satisfactory progress in reading		1012 F . 1			Principal, Site		Period
Reading Goal #5D:		2013 Expected Level of	structure and procedure		Administrator, Assistant	outcomes and use this	-CELLA
TI COMP			for regular and on-		Principal	knowledge to drive future	-FCAT
The percentage of SWD scoring			going review of		ESE Specialist	instruction.	-FAA (when applicable)
proficient/satisfactory on the 2013 FCAT/FAA Reading will increase	3 9	8		IEP goals, strategies,	•	-Teachers use the on-line	, ,
from 3 % to 8 %.		9			How	grading system data to	During the Grading
110111 <u>3</u> % to _8_%.			and ESE teacher.		IEP Progress Reports	calculate their students'	Period
				-Throughout the school	reviewed by ESE director	progress towards their PLC	-Core curriculum end of
				year, teachers of SWD		and/or individual SMART	core common unit/
				review students' IEPs to		Goal.	segment tests with data
				ensure that IEPs are			aggregated for ELL
				implemented consistently			performance.
				and with fidelity.		outcomes and data used to	
				-Teachers (both individually		drive future instruction.	
				and in PLCs) work to		-For each class/course, PLCs	
				improve upon both		chart their overall progress	
				individually and		towards the SMART Goal.	
				collectively, the ability to		Leadership Team Level	
				effectively implement		-PLC facilitator/ Subject	
				IEP/SWD strategies and		Area Leader/ Department	
				modifications into lessons.		Heads shares SMART Goal	
1			1	I .		data with the Problem	
						Solving Leadership Team.	

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 	ı				
				-Data is used to drive teacher	
				support and student	
				supplemental instruction.	
5D.2.					5D.2
		<u>Strategy/Task</u>		Teacher Level	Before New Grading
		SWD student achievement	-School based	-Teachers reflect on lesson	Period
our sch	hool is of high	improves through teachers'	Administrators	outcomes and use this	-CELLA
priorit			-PLC Facilitators	knowledge to drive future	-FCAT
-Teach	ners need support	Do-Check-Act model in		instruction.	-FAA (when applicable)
in drill	ling down their	order to plan/carry out	How	-Teachers use the on-line	, , , ,
core as	ssessments to the			grading system data to	During the Grading
SWD	level.				Period
-Gener					-Core curriculum end of
	r and ESE				core common unit/
	r need consistent,	Actions			segment tests with data
		Plan			aggregated for ELL
time.		For an upcoming unit of			performance.
		instruction determine the		outcomes and data used to	performance.
		following:		drive future instruction.	
		-What do we want our SWD		-For each class/course, PLCs	
		to learn by the end of the		chart their overall progress	
		unit?		towards the SWD SMART	
		-What are standards that our		Goal.	
		SWD need to learn?		Leadership Team Level	
		-How will we assess these		-PLC facilitator shares SWD	
		skills/standards for our		SMART Goal data with the	
		SWD?		Leadership Team.	
		-What does mastery look		-Data is used to drive teacher	
		like?			
		-What is the SMART goal		support and student	
		for this unit of instruction		supplemental instruction.	
		for our SWD?			
		ioi oui swb:			
		Plan for the "Do"			
		What do teachers need to do			
		in order to meet the SWD			
		SMART goal?			
		-What resources do we			
		need?			
		-How will the lessons be			
		designed to maximize the			
		learning of SWD?			
		-What checks-for-			
		understanding will we			
		implement for our SWD?			

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Two
-What teaching
strategies/best practices will
we use to help SWD learn?
-What are teachers going to
do during lessons for SWD?
-What are SWD going to do
during lessons to maximize
learning?
commig.
Reflect on the
"Do"/Analyze Checks for
Understanding and Student
Work <u>during</u> the unit.
For lessons that have
already been taught within
the unit of instruction,
teachers <u>reflect</u> and discuss
one or more of the following
regarding their SWD:
-What worked within the
lesson? How do we know it
was successful? Why was it
successful?
-What didn't work within
the lesson? Why? What are
we going to do next?
-What strategies worked?
How do we know they were
successful? Why were they
successful? What checks for
understanding were used
during the lessons?
-What were the outcomes of
the sheete for
the checks for
understanding? And/or
analysis of student
performance?
-How do we take what we
have learned and apply it to
future lessons?
Reflect/Check – Analyze
Data
Discuss one or more of the
following:
-What is the SWD data?

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

Reading Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity										
	Please note that each Strategy does not require a professional development or PLC activity.										
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
Differentiated Instruction	Grades 6-12	-Course specific	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team District Reading Coordinator					

The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)		Reading Coordinator and Subject Area Teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team District Reading Coordinator
Text-Dependent Questions to Deepen Reading Comprehension (K-12)		Reading Coordinator and Subject Area Teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team District Reading Coordinator
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-12	Reading Coordinator and Subject Area Teachers	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team District Reading Coordinator
IEP Training	Grades 6-12		ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	Grades 6-12	DRT	ESE Teachers General Ed Teachers PLCs	On-going	Classroom walkthroughs	Administration Team DRT
E-Strategies	Grades 6-12	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School	ol Mathema	tics Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of studen "Guiding Questions", identify an	t achievement dat d define areas in r	ta, and reference to	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	
(Level 3-5). Mathematics Goal #1: The percentage of students	Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will 2012 Current Level of Perfor Performance 2013 Explosive of Perfor Performance 28	2013 Expected Level of Performance	-Teachers at varying	1.1 Strategy Students' math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on- line assessments to prepare students for on-line state testing. Action Steps -Small group teachers use their core curriculum information to learn more about hands-on and technology activitiesAdditional action steps for this strategy are outlined on grade level/content area small group action plans.	- Principal -Math Instructors -Technology Specialist How Monitored -PLCs turn their logs into administration after a unit of instruction is completePLCs receive feedback	PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	Semester Exams During the Grading	
			1.2Teachers are at varying skill levels with higher order questioning techniquesPLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. Use of the	Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality	-Math Instructors -Technology Specialist How Monitored -PLCS turn their logs into administration and/or		1.2. 2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end	

Socratic Method –	promotes critical thinking by	DI Companiya food!!-	review assessment data for	of unit about a ata)
				of unit, chapter, etc.)
asking rather than		on their	positive trends.	
telling.	arrive at new understandings			
-Finding time to	of complex material.	-Classroom walk-		
conduct Webb's Depth	l	throughs using Webb's		
		Depth of Knowledge		
		wheel as a higher order		
challenging.		walk-through form.		
	upon both individually and	They look for		
		implementation of		
	effectively use higher order			
	questions/activities.	consistency		
	-Teachers plan higher order		8	
	questions/activities for	the walk-through data		
	upcoming lessons to	school-wide and shares		
		with staff the progress of		
		strategy implementation.		
	achievement.			
	-Teachers plan for			
	scaffolding questions and			
	activities to meet the			
	differentiated needs of			
	students.			
	-After the lessons, teachers			
	examine student work			
	samples and classroom			
	questions using Webb's			
	Depth of Knowledge to			
	evaluate the			
	sophistication/complexity of			
	students' thinking.			
	-Use student data to identify			
	successful higher order			
	questioning techniques for			
	future implementation.			
	nuture implementation.			
	In the classroom			
	During the lessons,			
	teachers:			
	-Ask questions and/or			
	provides activities that			
	require students to engage in			
	frequent higher order			
	thinking as defined by			
	Webb's Depth of			
	Knowledge.			

-Wait for full attention from
the class before asking
questions.
-Provide students with wait
time.
-Use probing questions to
encourage students to
elaborate and support
assertions and claims drawn
from the text/content.
-Allow students to "unpack
their thinking" by describing
how they arrive at an
answer.
-Encourage discussion by
using open-ended questions.
-Ask questions with multiple
correct answers or multiple
approaches.
-Scaffold questions to help
students with incorrect
answers.
-Engage all students in the
discussion and ensure that
all voices are heard.
During the lessons, students:
-Have opportunities to
formulate many of the high-
level questions based on the
text/content.
-Have time to reflect on
classroom discussion to
increase their understanding
(and without teacher
mediation).
School Leadership
-The coach/resource
teacher/PLC
member/administrator
collects higher order
questioning walk-through
data using Webb's Depth of
Knowledge wheel.
ranowage wheel.

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				-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			-Teachers at varying understanding of the		2.1 Who - Principal		2.1 2x per year District Baseline and Mid-
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 7_% to _17%.	2012 Current Level of Performance 7	2013 Expected Level of Performance: 17	intent of the CCSS	achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking online assessments to prepare students for on-line state testing. Action Steps -Small group teachers use their core curriculum information to learn more about hands-on and technology activitiesAdditional action steps for this strategy are outlined on grade level/content area small group action plans.	-Math Instructors -Technology Specialist How Monitored -PLCs turn their logs into administration after a unit of instruction is completePLCs receive feedback on their logsClassroom walk-throughs observing this strategyAdministrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			varying skill levels with higher order	Students' math achievement improves through frequent participation in higher order	-Math Instructors	assessments and chart the increase in the number of students reaching at least 75%	2.2. 2x per year District Baseline and Mid- Year Testing Semester Exams

6 '1 '6'	1 1 1	hr 37 1/ 1	· , ,:	
focus on identifying	activities to deepen and		instruction.	
and writing higher	extend student knowledge.	-PLCS turn their logs into		During the Grading
			PLC facilitator will share data	
deliver during the			with the Leadership Team.	-Core Curriculum
lessons. Use of the				Assessments (pre, mid, end
Socratic Method –	promotes critical thinking by			of unit, chapter, etc.)
asking rather than			positive trends.	
telling.	arrive at new understandings	Logs.		
-Finding time to	of complex material.	-Classroom walk-		
conduct Webb's Depth		throughs using Webb's		
	Actions/Details	Depth of Knowledge		
	Within PLCs	wheel as a higher order		
challenging.		walk-through form.		
		They look for		
		implementation of		
		strategy with fidelity and		
	questions/activities.	consistency		
	-Teachers plan higher order			
	questions/activities for	the walk-through data		
		school-wide and shares		
		with staff the progress of		
		strategy implementation.		
	achievement.			
	-Teachers plan for			
	scaffolding questions and			
	activities to meet the			
	differentiated needs of			
	students.			
	-After the lessons, teachers			
	examine student work			
	samples and classroom			
	questions using Webb's			
	Depth of Knowledge to			
	evaluate the			
	sophistication/complexity of			
	students' thinking.			
	-Use student data to identify			
	successful higher order			
	questioning techniques for			
	future implementation.			
	In the classroom			
	During the lessons,			
	teachers:			
	-Ask questions and/or			
	provides activities that			
	provides activities that			

require students to engage in
frequent higher order
thinking as defined by
Webb's Depth of
Knowledge.
-Wait for full attention from
the class before asking
questions.
-Provide students with wait
time.
-Use probing questions to
encourage students to
elaborate and support
assertions and claims drawn
from the text/content.
-Allow students to "unpack
their thinking" by describing
how they arrive at an
answer.
-Encourage discussion by
using open-ended questions.
-Ask questions with multiple
correct answers or multiple
approaches.
-Scaffold questions to help
students with incorrect
answers.
-Engage all students in the
discussion and ensure that
all voices are heard.
an voices are neard.
During the lessons, students:
-Have opportunities to
formulate many of the high-
level questions based on the
text/content.
-Have time to reflect on
classroom discussion to
increase their understanding
(and without teacher
mediation).
School Leadership
-The coach/resource
Fine coach/resource

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Based on the analysis of studen "Guiding Questions", identify an	it achievement dat	a, and reference to		teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheelMonthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).	Fidelity Check Who and how will the	Strategy Data Check How will the evaluation tool data	Student Evaluation Tool
	llowing group:	leed of improvement			fidelity be monitored?	be used to determine the effectiveness of strategy?	
3. FCAT 2.0: Points for strin mathematics.	udents makin		PLCs struggle with	3.1. Strategy Students' math achievement	3.1. Who	3.1. School has a system for PLCs to record and report during-	3.1. 2x per year District Baseline and Mid-
Mathematics Goal #3:	2012 Current Level of	2013 Expected Level	curriculum and data	improves through teachers working collaboratively to	-AP -PLC facilitators of like	the-grading period SMART goal outcomes to	Year Testing
Points earned from students making learning gains on the	Performance:*		deepen their leaning. To address this barrier,	focus on student learning. Specifically, they use the		administration and/or leadership team.	Semester Exams
2013 FCAT Math will increase from _10 points to _20 points.	10		being trained to use the Plan-Do-Check-Act "Instructional Unit" log	way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?	PLCS turn their logs into administration and/or coach after a unit of instruction is completePLCs receive feedback on their logsAdministrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team meetings -Administration shares		During the Grading Period Common assessments (pre, post, mid, section, end of unit)

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		PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unitGrade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on logAdditional action steps for this strategy are outlined on grade level/content area PLC action plans.			
- d ll c d v F - - V I I I	Teachers tend to only lifferentiate after the esson is taught instead of planning how to lifferentiate the lesson when new content is presented. Teachers are at varying levels of using Differentiated instruction strategies. Teachers tend to give all students the same esson, handouts, etc.	Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction.	-Principal -AP -PLC facilitators of like grades and/or like courses How - Walk throughs - Various reports - Assessment practices -	outcomes and use this knowledge to drive future instructionTeachers maintain their assessments in the on-line grading systemTeachers use the on-line	3.2. 2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)

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				T x x x x x x x x x x x x x x x x x x x			
				-Use student data to identify		support and student	
				successful DI techniques for		supplemental instruction.	
				future implementation.			
				-Using a problem-solving			
				question protocol, identify			
				students who need re-			
				teaching/interventions and			
				how that instruction will be			
				provided. (Questions are			
				listed in the 2012-2013			
				Technical Assistance			
				Document under the			
				Differentiation Cross			
				Content strategy).			
				-Additional action steps for			
				this strategy are outlined on			
				grade level/content area			
				PLCs.			
Based on the analysis of studer	t achievement da	ta, and reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify an				~ ·- · · · · · · · ·	Who and how will the	How will the evaluation tool data	
	llowing group:	F			fidelity be monitored?	be used to determine the	
					•	effectiveness of strategy?	
4. FCAT 2.0: Points for students in Lowest 25% making							
4. FCAT 2.0: Points for st	udents in Lov	vest 25% making	4.1.	4.1.	4.1.	4.1.	4.1.
		vest 25% making	4.1Scheduling time for				4.1. 2x per year
4. FCAT 2.0: Points for st learning gains in mathema		Ü	-Scheduling time for	Strategy Across all	4.1. Who Administration	-Tracking of peer teachers'	
learning gains in mathema	tics.	<u> </u>	-Scheduling time for the principal/APC to		Who	-Tracking of peer teachers' participation in PLCs.	2x per year District Baseline and Mid-
	2012 Current	2013 Expected Level	-Scheduling time for the principal/APC to meet with the subject	Strategy Across all Content Areas	Who Administration	-Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers'	2x per year
learning gains in mathema Mathematics Goal #4:	2012 Current Level of	<u> </u>	-Scheduling time for the principal/APC to meet with the subject area teacher on a	Strategy Across all Content Areas Strategy/Task	Who Administration How	-Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers	2x per year District Baseline and Mid- Year Testing
learning gains in mathema Mathematics Goal #4: Points earned from students in	2012 Current Level of	2013 Expected Level	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis.	Strategy Across all Content Areas Strategy/Task Students' math achievement	Who Administration How -Review of	-Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching,	2x per year District Baseline and Mid-
Mathematics Goal #4: Points earned from students in the bottom quartile making	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers'	Who Administration How -Review of administrators' logs of	-Tracking of peer teachers' participation in PLCs. -Tracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing,	2x per year District Baseline and Mid- Year Testing
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013	2012 Current Level of	2013 Expected Level	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district	Who Administration How -Review of administrators' logs of support to targeted	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development,	2x per year District Baseline and Mid- Year Testing Semester Exams
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development	Who Administration How -Review of administrators' logs of support to targeted teachers.	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs.	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre,
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas.	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas.	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre,
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms,	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach The administration	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms,	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present dataThe administration rotates	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from	2012 Current Level of Performance	2013 Expected Level of Performance:	-Scheduling time for the principal/APC to meet with the subject area teacher on a regular basis. -Teachers' willingness to participate in professional	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the upcoming	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of

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Facilitate lesson planning
that embeds rigorous tasks
Facilitate development,
writing, selection of higher-
order, text-dependent
questions/activities, with an
emphasis on Webb's Depth
of Knowledge question
hierarchy
Facilitate the
identification, selection,
development of rigorous
core curriculum common
assessments,
Facilitate core curriculum
assessment data analysis
Facilitate the planning for
interventions and the
intentional grouping of the
students
-Using walk-through data,
the administration identifies
teachers for support in co-
planning, modeling, co-
teaching, observing and
debriefing.
-Teachers participate in
district provided
professional development
trainings.
-Throughout the school
year, the administration
conducts one-on-one data
chats with individual
teachers using the data
gathered from walk-through
tools. This data is used for
future professional
development, both
individually and as a
department.
department.
Logdowshin Toam Cogoli
Leadership Team Coach The subject error teachers
-The subject area teachers
meet with the principal/APC
to map out a high-level

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	4.2 -The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal communication	Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers	Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared	4.2 Curriculum Based Measurement (CBM) From District RtI guidelines.

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:			eas in need of improvement			Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	n tool data e		
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%.		10	20	30	40	50			
5A. Student subgroups by et Hispanic, Asian, American Inc progress in mathematics	dian) not maki	ng satisfactory	N/A	5A.1. Strategy Across all Content Areas	5A.1. Who Administration	5A.1Tracking of peer teachers' participation in PLCsTracking of peer teachers'	5A.1. 2x per year District Basel Year Testing	ine and Mid-	
Reading Goal #5A: The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from _64% to74%. The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from10% to20%.	2012 Current Level of Performance:* White:64 Black:10 Hispanic:46 Asian: American Indian:	2013 Expected Level of Performance:* White:74 Black:20 Hispanic:56 Asian: American Indian:		Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present dataThe administration rotates through all subjects' PLCs to:Facilitate lesson planning that embeds rigorous tasksFacilitate development, writing, selection of higherorder , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchyFacilitate the identification, selection, development of rigorous core curriculum common	How -Review of administrators' logs of support to targeted teachersAdministrative walk- throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers	Semester Exa During the Gr	rading Period sessments (pre	

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	assessments,
	Facilitate core curriculum
	assessment data analysis
	Facilitate the planning for
	interventions and the
	intentional grouping of the
	students
	-Using walk-through data,
	the administration identifies
	teachers for support in co-
	planning, modeling, co-
	teaching, observing and
	Labilities
	debriefing.
	-Teachers participate in
	district provided
	professional development
	trainings.
	-Throughout the school
	year, the administration
	conducts one-on-one data
	chats with individual
	teachers using the data
	gathered from walk-through
	tools. This data is used for
	future professional
	development, both
	individually and as a
	department.
	department.
	Leadership Team Coach
	-The subject area teachers
	meet with the principal/APC
	to map out a high-level
	summary plan of action for
	the school year.
	-Every two weeks, the
	teachers meets with the
	principal/APC to:
	Review log and work
	accomplished and
	Develop a detailed plan of
	action for the next two
	weeks.
t t	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvanta	5B. Economically Disadvantaged students not making		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
satisfactory progress in math		-	Strategy Across all	Who	-Tracking of peer	Tracking of peer teachers'	-
Mathematics Goal #5B:	2012 Current	2013 Expected	Content Areas	Administration	teachers' participation in	participation in PLCs.	2x per year
Wathernatics Goal #3B.	Level of	Level of			PLCs.	-Tracking of peer teachers'	District Baseline and Mid-
İ	Performance:*	Performance:*	Strategy/Task	<u>How</u>	-Tracking of peer	interactions with teachers	Year Testing
			Students' math	-Review of administrators'	teachers' interactions	(planning, co-teaching,	
The percentage of Economically	36	46	achievement improves	logs of support to targeted	with teachers (planning,		Semester Exams
Disadvantaged_students scoring		•0	through teachers'	teachers.	co-teaching, modeling,	professional development,	
proficient/satisfactory on the 2013			collaboration with	-Administrative walk-	de-debriefing,	and walk throughs.	
FCAT/FAA Math will increase			district professional	throughs of peer teachers	professional	-Administrator-Peer Teachers	During the Grading Period
from36_% to46_%.			development	working with teachers	development, and walk	meetings to review log and	- Common assessments (pre
ŀ			instructors in all	(either in classrooms, PLCs	throughs.	discuss action plan for peer	post, mid, section, end of
			content areas.	or planning sessions)	-Administrator-Peer Teachers meetings to	teachers for the upcoming two weeks.	unit)
			Actions/Details		review log and discuss		
			Academic Coach		action plan for peer		
			-The administration		teachers for the upcoming		
			conducts one-on-one		two weeks.		
			data chats with				
			individual teachers				
			using the teacher's				
			student past and/or present data.				
			-The administration				
			rotates through all				
			subjects' PLCs to:				
			Facilitate lesson				
			planning that embeds				
			rigorous tasks				
			Facilitate				
			development, writing,				
			selection of higher-				
			order, text-dependent				
			questions/activities,				
			with an emphasis on				
			Webb's Depth of				
			Knowledge question				
			hierarchy				
			Facilitate the				
			identification,				
			selection, development				
			of rigorous core				
			curriculum common				

Hillsborough 2012 Rule 6A-1.099811

Revised July, 2012

assessments,
Facilitate core
curriculum assessment
data analysis
Facilitate the
planning for
interventions and the
intentional grouping of
the students
-Using walk-through
data, the administration
identifies teachers for
support in co-planning,
modeling, co-teaching,
observing and
debriefing.
Too he and single in
-Teachers participate in
district provided
professional
development trainings.
-Throughout the school
year, the administration
conducts one-on-one
data chats with
individual teachers
using the data gathered
from walk-through
tools. This data is used
for future professional
development, both
individually and as a
department.
Leadership Team
Coach
-The subject area
teachers meet with the
principal/APC to map
out a high-level
summary plan of action
for the school year.
-Every two weeks, the
teachers meets with the
principal/APC to:
Review log and work
accomplished and
accompnished and

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		1	Develop a detailed		Π		
			plan of action for the				
			next two weeks.				
			HEAL TWO WEEKS.				
Based on the analysis of student ac	hiavamant data ar	d reference to	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
"Guiding Questions", identify and de			Anticipated Barrier	Strategy	Who and how will the	How will the evaluation tool data	Student Evaluation 1001
for the following		or improvement				be used to determine the	
	88F					effectiveness of strategy?	
5C. English Language Learne	ers (ELL) not	making	5C.1	5C.1	5C.1		5C.1
satisfactory progress in mathe		ě		ELLs (LYs/LFs)	<u>Who</u>	<u>Teacher Level</u>	2x per year
Mathematics Goal #5C:	2012 Current	2013 Expected	proficiency of ELL	comprehension of course	-School based	-Teachers reflect on lesson	District Baseline and Mid-
μνιαιποιπαίτες Goal π3C.	Level of	Level of		content/standard improves	Administrators	outcomes and use this	Year Testing
The percentage of ELL students			is of high priority.	through participation in the	-District Resource	knowledge to drive future	
I			-The majority of the	Cognitive Academic	Teachers	instruction.	Semester Exams
the 2013 FCAT/FAA Math will	3	8	math teachers are	Language Learning	-ESOL Resource	-Teachers use the on-line	
increase from _3_% to _8%.		ľ	unfamiliar with this	Approach (CALLA)	Teachers	grading system data to	
11011 _5_/0 to _6/0.				strategy in math.		calculate their students'	During the Grading Period
			this barrier, the school		<u>How</u>	progress towards their PLC	-Common assessments (pre,
			will schedule	Action Steps	-Administrative and	and/or individual ELL	post, mid, section, end of
			professional	-ESOL Resource Teacher	ERT walk-throughs using	SMART Goal.	unit)
				(ERT) provides professional	CALLA strategies.	PLC Level	
				development to all math		-PLCs reflect on lesson	
			-Math teachers	area teachers on how to		outcomes and data used to	
			implementation of	embed CALLA into core		drive future instruction.	
			CALLA is not	content lessons.		-ERTs meet with Math PLCs	
			consistent across math	-ERT models lessons using		on a rotating basis to assist	
			courses.	CALLA.		with the analysis of ELLs	
			-ELLs at varying levels	-ERT observes content area		performance data.	
			of	teachers using CALLA and		-For each class/course, PLCs	
			English language	provides feedback, coaching		chart their overall progress	
			acquisition and	and support.		towards the ELL SMART	
			acculturation is not	-District Resource Teachers		Goal.	
			consistent across core	(DRTs) provide professional		Leadership Team Level	
			courses.	development to all		-PLC facilitator/ Subject Area	
				administrators on how to		Leader/ Department Heads	
			varying skill levels	conduct walk-through		shares SMART Goal data	
				fidelity checks for use of		with the Problem Solving	
				CALLA.		Leadership Team.	
			effectively conduct a	-Math teachers set SMART		-Data is used to drive teacher	
				goals for ELL students for		support and student	
			walk-through.	upcoming core curriculum		supplemental instruction.	
			ĺ	assessments.		-ERTs meet with RtI team to	
				-Math teachers administer		review performance data and	
			ĺ	and analyze ELLs. In		progress of ELLs (inclusive	

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		particular, teachers		of LFs)	
		aggregate data to determine			
		the performance of ELLs			
		compared to the whole			
		group.			
		-Based on data math			
		teachers differentiate			
		instruction to			
		remediate/enhance			
		instruction.			
	5C.2.	5C.2.	5C.2.	5C.2	5C.2.
	-Improving the		Who	Teacher Level	5C.2
	proficiency of ELL	comprehension of course	-School based	-Teachers reflect on lesson	2x per year
	students in our student		Administrators	outcomes and use this	District Baseline and Mid-
	is of high priority.	in math through the use of	-District Resource		Year Testing
		the district's on-line		knowledge to drive future	Teal Testing
	-The majority of the		Teachers	instruction.	a
	math teachers are	program A+Rise located on		-Teachers use the on-line	Semester Exams
	unfamiliar with this		Teachers	grading system data to	
	strategy. To address	ELL.		calculate their students'	During the Grading Period
	this barrier, the school		<u>How</u>	progress towards their PLC	-Core curriculum end of
	will schedule	Action Steps	-Administrative and	and/or individual ELL	core common unit/ segment
	professional	-ESOL Resource Teacher	ERT walk-throughs	SMART Goal.	tests with data aggregated
	development delivered	(ERT) provides professional	looking for	PLC Level	for ELL performance
	by the school's ERT.	development to all math	implementation of A+	-Using the individual teacher	•
	-Math teachers	area teachers on how to	Rise strategies.	data, PLCs calculate the ELL	
	implementation of A+	access and use A+ Rise	ruse strategres.	SMART goal data across all	
	Rise is not consistent	Strategies for ELLs at		classes/courses.	
	across core courses.	http://arises2s.com/s2s/ into			
				-PLCs reflect on lesson	
	-Administrators at	math lessons.		outcomes and data used to	
	varying skill levels	- ERT models lessons using		drive future instruction.	
	regarding use of A+	A+ Rise Strategies for		-ERTs meet with Math PLCs	
	Rise in order to	ELLs.		on a rotating basis to assist	
	effectively conduct an			with the analysis of ELLs	
		teachers using A+Rise and		performance data.	
	walk-through.	provides feedback, coaching	1	-For each class/course, PLCs	
		and support.	1	chart their overall progress	
		- District Resource Teachers		towards the ELL SMART	
		(DRTs) provide professional		Goal.	
		development to all		Leadership Team Level	
		administrators on how to		-PLC facilitator shares	
		conduct walk-through			
				SMART Goal data with the	
		fidelity checks for use of A+	1	Leadership Team.	
		Rise Strategies for ELLs.	1	-Data is used to drive teacher	
			1	support and student	
				supplemental instruction.	
			1	-ERTs meet with RtI team to	
		•	•		

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-				,	
				review performance data and	
				progress of ELLs (inclusive	
				of LFs)	
	5C.3	5C.3	5C.3	5C.3	5C.3
	-Lack of understanding	ELLs (LYA, LYB & LYC)	Who	Analyze math core	2x per year
	that math teachers can	comprehension of course	-School based		District Baseline and Mid-
	provide ELL	content/standards improves	Administrators	assessments for ELL students.	Year Testing
	accommodations	through participation in the	-ESOL Resource	Correlate to accommodations	
		following day-to-day	Teachers	to determine the most	Semester Exams
	-Administrators at	accommodations on core		effective approach for	2.11.11.5
	varying levels of	content and district	How	individual students.	During the Grading Period
	expertise in being	assessments in math:	-Administrative and	marviduar students.	-Core curriculum end of
	familiar with the ELL		ERT walk-throughs using		core common unit/ segment
	Program guidelines and		the walk-throughs look		tests.
	job responsibilities of		for Committee Meeting		costs.
	ERT and Bilingual		Recommendations. In		
	paraprofessional.		addition, tools from the		
	paraprofessionar.		RtI Handbook and ELL		
			RtI Checklist, and ESOL		
			Strategies Checklist can		
			be used as walk-through		
			forms.		
	5C.4		5C.4	5C.4	5C.4
	-Improving the	. ,	Who	Teacher Level	2x per year
	proficiency of ELL	comprehension of course	-School based		District Baseline and Mid-
	students in our school	I	Administrators	outcomes and use this	Year Testing
	is of high priority.	in math through teachers	-ESOL Resource	knowledge to drive future	_
		working collaboratively to	Teachers	instruction.	Semester Exams
		focus on ELL student	-PLC Facilitators	-Teachers use the on-line	
		learning. Specifically, they		grading system data to	During the Grading Period
	ELL level.	use the Plan-Do-Check-Act	<u>How</u>	calculate their students'	-Core curriculum end of
		model to structure their way		progress towards their PLC	core common unit/ segment
		of work for ELL students.	ELL information) for like		tests with data aggregated
			courses/grades.	SMART Goal.	for ELL performance
		Action Steps		PLC Level	
		-Teachers use time during		-Using the individual teacher	
		PLCs to reinforce and		data, PLCs calculate the ELL	
		strengthen targeted ELL		SMART goal data across all	
		effective teaching strategies		classes/courses.	
		(CALLA and A+ Rise) in		-PLCs reflect on lesson	
		order to integrate them into		outcomes and data used to	
		the math lessons.		drive future instruction.	

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-	 		,		
		-Teachers use time during		-ERTs meet with Math PLCs	
		PLCs to reinforce and		on a rotating basis to assist	
		strengthen targeted ELL		with the analysis of ELLs	
		Differentiated Instruction		performance data.	
		lessons using the district		- For each class/course, PLCs	
		provided ELL Differentiated		chart their overall progress	
		Instruction binders		towards the ELL SMART	
		(provided by the ELL		Goal.	
		Department) in math.		<u>Leadership Team Level</u>	
		-PLCs generate SMART		-PLC facilitator/ Subject Area	
		goals for ELL students for		Leader/ Department Heads	
		upcoming units of		shares SMART Goal data	
		instruction.		with the Problem Solving	
		-PLCs/teachers plan for		Leadership Team.	
		upcoming lessons/units		-Data is used to drive teacher	
		using targeted CALLA, A+		support and student	
		Rise strategies and		supplemental instruction.	
		Differentiated Instruction		-ERTs meet with RtI team to	
		strategies based on ELLs		review performance data and	
		needs.		progress of ELLs (inclusive	
		-PLCs math teachers plan		of LFs)	
		for accommodations for core			
		curriculum content and			
		assessment.			
		-When conducting data			
		analysis on core curriculum			
		assessments, PLCs			
		aggregate the ELL data.			
		-Based on the data,			
		PLCs/teachers plan			
		interventions for targeted			
		ELL students using the			
		resources from CALLA, A+			
		Rise, and Differentiated			
		Instruction guidelines.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities satisfactory progress in math		aking		5D.1. Strategy SWD student achievement	5D.1. Who Principal, Site		5D.1 <u>2x per year</u> District Baseline and Mid-
Mathematics Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013	2012 Current Level of Performance:	2013 Expected Level of Performance:	going review of students' IEPs by both	effective and consistent implementation of students' IEP goals, strategies,	Administrator, Assistance Principal	knowledge to drive future instruction. -Teachers use the on-line	Year Testing Semester Exams
FCAT/FAA Math will increase from2_% to7_%.	2		and ESE teacher. To address this barrier, the ESE director will put a system in place for this school year.	year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelityTeachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/coursesPLCs reflect on lesson outcomes and data used to drive future instructionFor each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership TeamData is used to drive teacher support and student supplemental instruction.	During the Grading Period Common assessments (pre, post, mid, section, end of unit)
			our school is of high priority. -Teachers need support in drilling down their core assessments to the	5D.2. Strategy/Task SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and	5D.2. Who -Principal -AP -Subject Area Leaders -PLC facilitators of like grades and/or like courses How	the-grading period SWD SMART goal outcomes to administration and/or	5D.2. School has a system for PLCs to record and report during-the-grading period of SWD SMART goal outcomes to administration and/or leadership team.

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		•	-		•	
				-PLC logs turned into		
	tea	icher and ESE		administration/coaches.		
		cher need consistent,		Administration/coaches		
				provides feedback		
	tim			-Administrators attended		
	um			targeted PLC meetings		
				-Progress of PLCs		
			-What do we want our SWD			
				Team		
			unit?			
			-What are standards that our			
			SWD need to learn?			
			-How will we assess these			
			skills/standards for our			
			SWD?			
			-What does mastery look			
			like?			
			-What is the SMART goal			
			for this unit of instruction			
			for our SWD?			
			Plan for the "Do"			
			What do teachers need to do			
			in order to meet the SWD			
			SMART goal?			
			-What resources do we			
			need?			
			-How will the lessons be			
			designed to maximize the			
			learning of SWD?			
			-What checks-for-			
			understanding will we			
			implement for our SWD?			
			-What teaching			
			strategies/best practices will			
			we use to help SWD learn?			
			-What are teachers going to			
			do during the lesson for			
			SWD?			
			-What are SWD student			
			going to do during the			
			lesson to maximize			
			learning?			
			Reflect on the			
			"Do"/Analyze Checks for			
			20 /11/00/Je Circles joi			

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Understanding and Student
Work <u>during</u> the unit.
For lessons that have
already been taught within
the unit of instruction,
teachers <u>reflect</u> and discuss
one or more of the following
regarding their SWD:
-What worked within the
lesson? How do we know it
was successful? Why was it
successful?
-What didn't work within
the lesson? Why? What are
we going to do next?
How do we know the
lessons were successful?
Why were they successful?
What checks for
understanding were used
during the lessons?
What are we going to do
next?
-What were the outcomes of
the checks for
understanding? And/or
analysis of student
performance?
-How do we take what we
have learned and apply it to
future lessons?
ruttie tessolis?
Deffect/Cheek Angline
Reflect/Check – Analyze
Data Si
Discuss one or more of the
following:
-What is the SWD data?
-What is the data telling us
as individual teachers?
-What is the data telling us
as a grade
level/PLC/department?
-What are SWD not
learning? Why is this
occurring?
-Which SWD are learning?
and to the same of

	Act on the Data After data analysis, develop a plan to act on the dataWhat are we going to do about SWD not learning? -What are the skills/concents/standards	
	skills/concepts/standards that need re- teaching/interventions (either to individual SWD or small groups)? -How are we going to re-	
	teach the skill differently? -How we will know that our re-teaching/interventions are working?	

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring pr	oficient in Alg	gebra (Levels 3-	1.1.	1.1	1.1	1.1	1.1
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from _29% to 45_%.	2012 Current Level of Performance: 29	2013 Expected Level	-Teachers at varying understanding of the intent of the CCSS		- Principal -Math Instructors -Technology Specialist How Monitored -PLCs turn their logs into administration after a unit of instruction is completePLCs receive feedback	assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team.	2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
				testing. Action Steps	C	positive trends.	or ams, emptor, etc.)

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	about hands-on and technology activities.	strategyAdministrator aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation		
1.2Teachers are at varying skill levels with higher order questioning techniquesPLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. Use of the Socratic Method – asking rather than tellingFinding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes critical thinking by students, assisting them to arrive at new understandings of complex material. Actions/Details Within PLCs -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.	-Principal -Math Instructors -Technology Specialist How Monitored -PLCS turn their logs into administration and/or coach after a unit of instruction is completePLCs receive feedback on their	assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends.	1.2. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)

samples and classroom
questions using Webb's
Depth of Knowledge to
evaluate the
evaluate the
sophistication/complexity of
students' thinking.
-Use student data to identify
successful higher order
questioning techniques for
future implementation.
tuture imprementation.
In the classroom
During the lessons,
teachers:
-Ask questions and/or
provides activities that
require students to engage in
frequent higher order
thinking as defined by
Webb's Depth of
Knowledge.
-Wait for full attention from
the class before asking
questions.
-Provide students with wait
time.
-Use probing questions to
encourage students to
elaborate and support
assertions and claims drawn
from the text/content.
-Allow students to "unpack
their thinking" by describing
how they arrive at an
answer.
-Encourage discussion by
using open-ended questions.
-Ask questions with multiple
correct answers or multiple
approaches.
-Scaffold questions to help
students with incorrect
answers.
-Engage all students in the
Tingage an students in the
discussion and ensure that
all voices are heard.

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	•					_	
				During the lessons, students: -Have opportunities to formulate many of the high- level questions based on the text/contentHave time to reflect on classroom discussion to increase their understanding (and without teacher mediation). School Leadership -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher			
				data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
	nd define areas in r ollowing group:	need of improvement	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring A Algebra.	chievement Lo		1.1Scheduling time for the principal/APC to	1.1. Strategy Across all Content Areas	1.1. Who Administration	1.1Tracking of peer teachers' participation in PLCs.	1.1. 2x per year District Baseline and Mid-
Algebra Goal #2: The percentage of students	2012 Current Level of Performance:	2013 Expected Level of Performance:			<u>How</u> -Review of	-Tracking of peer teachers' interactions with teachers (planning, co-teaching,	Year Testing Semester Exams
scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 25% to 28%.	25	28	-Teachers' willingness to		administrators'logs of support to targeted teachers. -Administrative walk-	modeling, de-debriefing, professional development, and walk throughs. -Administrator-Peer Teachers	During the Grading Period
TT:11 1 1 2012	•				•		•

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areas. throughs of peer teachers meetings to review log and working with teachers discuss action plan for peer end of unit) (pre, post, mid, section, end of unit)
Actions/Details (either in classrooms, teachers for the upcoming
Academic Coach PLCs or planning two weeks.
-The administration sessions)
conducts one-on-one data
chats with individual
teachers using the teacher's
student past and/or present
data.
-The administration rotates
through all subjects' PLCs
to:
Facilitate lesson planning
that embeds rigorous tasks
Facilitate development,
writing, selection of higher-
order, text-dependent
questions/activities, with an
emphasis on Webb's Depth
of Knowledge question
hierarchy
Facilitate the
identification, selection,
development of rigorous
core curriculum common
assessments,
Facilitate core curriculum
assessment data analysis
Facilitate the planning for
interventions and the
interventions and the
students
-Using walk-through data,
the administration identifies
teachers for support in co-
planning, modeling, co-
teaching, observing and
debriefing.
-Teachers participate in
district provided
professional development
trainings.
-Throughout the school
year, the administration
conducts one-on-one data

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	1		1	T		
			chats with individual			
			teachers using the data			
			gathered from walk-through			
			tools. This data is used for			
			future professional			
			development, both			
			individually and as a			
			department.			
			Leadership Team Coach			
			The subject area teachers			
			meet with the principal/APC			
			to map out a high-level			
			summary plan of action for			
			the school year.			
			-Every two weeks, the			
			teachers meets with the			
			principal/APC to:			
			Review log and work			
			accomplished and			
			Develop a detailed plan of			
			action for the next two			
			rrya alva			
1.0		1.0	weeks.	1.2	1.0	2.2
1.2		1.2	1.2	1.2	1 ·-	2.2.
1.2		-The Extended	1.2 Strategy	Who	Supplemental data shared	Curriculum Based
1.2		-The Extended Learning Program	1.2 Strategy Students' math achievement	Who	Supplemental data shared with leadership and	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does	1.2 <u>Strategy</u> Students' math achievement improves through receiving	Who Administrators	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the	1.2 Strategy Students' math achievement improves through receiving ELP supplemental	Who Administrators How Monitored	Supplemental data shared with leadership and	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on	Who Administrators How Monitored Administrators will	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at	Who Administrators How Monitored Administrators will review the	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level.	Who Administrators How Monitored Administrators will review the communication logs and	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level.	Who Administrators How Monitored Administrators will review the communication logs and data collection used	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not mastered.	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors identify lessons for students	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal communication	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors identify lessons for students that target specific skills that	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal communication between regular and	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level.	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal communication	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level Students attend ELP or	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal communication between regular and	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level Students attend ELP or tutoring sessions.	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From
1.2		-The Extended Learning Program (ELP) or tutoring does not always target the specific skill weaknesses of the students or collect data on an ongoing basisNot always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELPMinimal communication between regular and ELP teachers or tutors.	1.2 Strategy Students' math achievement improves through receiving ELP supplemental instruction or tutoring on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers or tutors regarding specific skills that students have not masteredELP teachers or tutors identify lessons for students that target specific skills that are not at the mastery level Students attend ELP or	Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers or tutors outlining skills that need remediation.	Supplemental data shared with leadership and classroom teachers who have	Curriculum Based Measurement (CBM) From

	or tutor on a weekly or		
	biweekly basis and		
	communicated back to the		
	regular classroom teacher.		
	-When the students have		
	mastered the specific skill,		
	they are exited from the ELP		
	program or tutoring		
	sessions.		

End of Algebra EOC Goals

<u>High School AMO Mathematics Goals</u>

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	10	20	30	40	50	60
50% of the next six y	their achievement gap by ears.						
reference to "Guiding Que	of student achievement data and stions," identify and define areas in t for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool
need of improvement for the following subgroups: B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. HS Mathematics Goal B: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from64% to74%. Description of the following subgroups: 2012 Current Level of Performance:* White:64 Black:10 Hispanic:56 Asian: American Indian: American Indian:		structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log	to structure their way of work. Using the backwards design	3.1. Who Principal -AP -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is completePLCs receive feedback on	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and/or leadership team.	3B.1. 3.1. 2x per year District Baselin Year Testing Semester Exan During the Gra Common asses post, mid, sectiunit)	ns uding Period ssments (pre,

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from10_% to20_%.	5. What is it we expect them to learn? 6. How will we know if they have learned it? 7. How will we respond if they don't learn? 8. How will we respond if they already know it? their logsAdministrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team meetings -Administration shares the data of PLC visits with staff on a monthly basis.	
	Actions/Details -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unitGrade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on logAdditional action steps for this strategy are outlined on grade level/content area PLC action plans.	

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Who Administration	© 1	. Tracking of peer teachers' participation in PLCs.	2x per year	
Goal C:	Level of	- a a	Strategy/Task	How -Review of administrators' logs of support to targeted teachers.		-Tracking of peer teachers' interactions with teachers (planning, co-teaching,	District Baseline and Mid- Year Testing
The percentage of Economically Disadvantaged_students scoring	36	46	improves through teachers' collaboration with district professional development	-Administrative walk-throughs of peer teachers working with teachers (either in classrooms,	modeling, de-debriefing, professional development, and walk throughs.		Semester Exams During the Grading Period
proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 36_% to46_%.			Actions/Details Academic Coach -The administration conducts	2 Des of planning sessions)	Teachers meetings to review log and discuss action plan for peer teachers for the	Teachers meetings to review	- Common assessments (pre, post, mid, section, end of unit)

one-on-one data chats with
individual teachers using the
teacher's student past and/or
present data.
-The administration rotates
through all subjects' PLCs to:
Facilitate lesson planning that
embeds rigorous tasks
Facilitate development,
writing, selection of higher-
order , text-dependent
questions/activities, with an
emphasis on Webb's Depth of
Knowledge question hierarchy
Facilitate the identification,
selection, development of
rigorous core curriculum
common assessments,
Facilitate core curriculum
assessment data analysis
Facilitate the planning for
interventions and the
intentional grouping of the
students
-Using walk-through data, the
administration identifies
teachers for support in co-
planning, modeling, co-
teaching, observing and
debriefing.
-Teachers participate in district
provided professional
development trainings.
-Throughout the school year,
the administration conducts
one-on-one data chats with
individual teachers using the
data gathered from walk-
through tools. This data is used
for future professional
development, both individually
and as a department.
Leadership Team Coach
-The subject area teachers meet
with the principal/APC to map
with the principal/Ar C to map

	of action -Every tv meets wi to:Review accompliDevelo	gh-level summary plan in for the school year. wo weeks, the teachers ith the principal/APC w log and work lished and op a detailed plan of or the next two weeks.				
Based on the analysis of student achieveme reference to "Guiding Questions," identify areas in need of improvement for the following	and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Goal D: Level of L	thematics. Old Expected evel of erformance:* The matrics organizate procedure going revelope by both the sand ESE this barri	o provide a school ation structure and re for regular and on- review of students' IEPs the general education E teacher. To address rier, the ESE director a system in place for bool year.	Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and	Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by ESE director.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instructionTeachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD SMART goal data across all classes/coursesPLCs reflect on lesson outcomes and data used to drive future instructionFor each class/course, PLCs chart their overall progress towards the SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership TeamData is used to drive teacher	5D.1 2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period Common assessments (pre, post, mid, section, end of unit)
					support and student supplemental instruction.	

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Goal E: The performance:* Level of Performance:* Performance:* Performance:* Performance:* Performance:* Students' math achievement Performance:* Performan	Based on the analysis of reference to "Guiding Q areas in need of improver	Questions," identif	fy and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Disadvantaged_students scoring proficient/satisfactory on the 2013 FCAT/FAA Collaboration with district professional development instructors in all content areas. Collaboration with district professional development, of peer teachers working with teachers (either in classrooms, PLCs or planning sessions) PLCs or planning sessions) Tooliaboration with district professional development, and walk throughs. Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions) Tooliaboration with district professional development, and walk throughs. Administrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	areas in need of improver E. Economically Disa making satisfactory HS Mathematics Goal E: The percentage of Economically Disadvantaged_students scoring proficient/satisfactory or the 2013 FCAT/FAA Math will increase from	advantaged st progress in m 2012 Current Level of Performance:*	udents not athematics. 2013 Expected Level of	Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with district professional development instructors in all content areas. Actions/Details Academic Coach -The administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present dataThe administration rotates through all subjects' PLCs to: -Facilitate lesson planning that embeds rigorous tasks -Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy -Facilitate the identification, selection, development of rigorous core curriculum common assessments, -Facilitate core curriculum assessment data analysis -Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the administration identifies	Who Administration How -Review of administrators' logs of support to targeted teachersAdministrative walk-throughs of peer teachers working with teachers (either in classrooms, PLCs or planning sessions)	-Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the	5B.1. Tracking of peer teachers' participation in PLCsTracking of peer teachers' interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughsAdministrator-Peer Teachers meetings to review log and discuss action plan for peer teachers for the	. 2x per year District Baseline and Mid- Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of

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	planning, modeling, co-			
	teaching, observing and			
	debriefing.			
	-Teachers participate in district			
	provided professional			
	development trainings.			
	-Throughout the school year,			
	the administration conducts			
	one-on-one data chats with			
	individual teachers using the			
	data gathered from walk-			
	through tools. This data is used			
	for future professional			
	development, both individually			
	and as a department.			
	Leadership Team Coach			
	-The subject area teachers meet			
	with the principal/APC to map			
	out a high-level summary plan			
	of action for the school year.			
	-Every two weeks, the teachers			
	meets with the principal/APC			
	to:			
	Review log and work			
	accomplished and			
	Develop a detailed plan of			
	action for the next two weeks.			
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Mathematics Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
	Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus Grade Level/Subject PD Facilitator and/or PLC subject PLC Leader PD Facilitator and/or PLC subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring									
Differentiated Instruction		-Math Teachers	Math Departmental and course- specific PLCs	weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team			
Analyzing first semester exams	6-12	LMath Leachers	1	After the administration of the test	PLC logs	APC			

IEP Training	6-12	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	6-12	DRT	ESE Teachers General Ed Teachers PLCs	On-going	('lassroom walkthroughs	Administration Team DRT
ELL Strategies	6-12	Language Lagraer	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Mathematics Goals

Elementary and Middle School Science Goals

Science	e 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: 1. FCAT 2.0: Students scoring proficient (Level 3-5)			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
in science.			-Teachers hold certificates in	The purpose of this strategy is to	<u>Who</u> Principal		Twice per year baseline and mid-year tests will be administered
Science Goal #1: In grades 6-8, the percentage of	Level of		Chemistry, etcPLC are not regularly implemented with the	participation of the PLC groups through reviewing grades of	Science Teacher How Monitored	mastery on unit tests.	Semester Exams
students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 32% to 35%.		33 /0	teachers to meet for intervention -Lack of common planning time to facilitate and hold	students in various assignments Action Steps	-Classroom walk- throughs by Principal &/or AP observing this strategy.	First Nine Week Check Scores from pre-assessments will be used to identify which	During the nine weeks - Homework Assignments -Unit assessments
	(24)	11 X II \	PLC	Principal will look to add staff member with certification in middle grades science. In the meantime another staff member cannot be located, a middle grades staff member may be asked to do an Agreement to Earn. High school science teachers will collaborate to review student grades on each unit with weekly PLC meetings. PLCs write goals based on	-PLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check	benchmarks are not being met. Second Nine Week Check Scores from ROADS Semester Exams will be used to identify which benchmarks are not being met. Third Nine Week Check Scores from pre assessments will be used to identify which benchmarks are not being met.	

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				each unit of instruction.) 4. At the end of the unit, teachers will review unit tests for each unit. 5. Based on data, PLCs will identify what topic needs to be reviewed prior to FCAT. 6. PLCs record their meetings in the PLC logs.			
Based on the analysis of student a "Guiding Questions", identif improvement for the	y and define areas	in need of	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scor or 5 in science.	ring Achievem	ent Levels 4	2.1Teachers hold certificates in higher levels of science such	The purpose of this strategy is to strengthen the core curriculum.	Principal	2.1. PLCs will review evaluation data.	2.1. Twice per year baseline and mid-year tests will be
In grades 6-8, the percentage of	Level of	2013Expected Level of Performance:*	as Biology, Physics, Chemistry, etc. -PLC are not regularly implemented with the	participation of the PLC groups	Assistant Principal Science Teacher How Monitored	and document the number of	administered Semester Exams
will increase from 10% to 13%.		13% (8)	teachers to meet for intervention -Lack of common planning time to facilitate and hold PLC - Teachers lack skill and confidence on implementing reading strategies. Action Steps 1. Principal will look to add staff member with certification in middle grades science. In the meantime another staff member cannot be located, and then a middle grades staff member may be asked to do an Agreement to Earn. 2. High school science teachers will collaborate to review student grades on each	students in various assignments.	-Classroom walk- throughs by Principal &/or AP observing this strategyPLC meetings will keep a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check	•	During the nine weeks - Homework Assignments -Unit assessments

unit with weekly PLC meetings. 3. PLCs write goals based on online unit material. (For example, 75% of the students will score a 70% or above on each unit of instruction.) 4. At the end of the unit, teachers will review unit tests for each unit. 5. Based on data, PLCs will		
4. At the end of the unit, teachers will review unit tests for each unit.		

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
PD Content /Topic and/or PLC Focus Grade Level/Subject PD Facilitator and/or PLC Leader PD Facilitator and/or PLC subject (e.g., PLC, subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) PD Participants (e.g., Early Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitoring for meetings)					Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring		
Literacy Strategies		Reamng	Science and math teachers – whole	PLC meetings every two weeks	Reading Coordinator to review lesson plans and conduct observations to monitor literacy strategies	Teryl Lindsey		

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
1. Students scoring at Achievement Level 3.0 or higher in writing.	how to plan and execute	Students' use of mode-specific	Assistant Principal	Check: Review of drafts completed during small group instruction as well as	-Student monthly writes/formative assessments. -Student weekly drafts	
Writing/LA Goal #1: 2012 Current Level of Performance:* 2013 Expected Level of Performance:*		direct instruction in small groups			-Student daily writing assignments across the	

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		ī	T	Lauritina Caralla di di	Classes am v11-	DI C diamaniana a la	
The percentage of			L	writing. Small group instruction	-Classroom walk- throughs by Principal		curriculum.
students scoring Level			Not all teachers know how	will be conducted for three	&/or AP observing this		-Student revisions
2.0 or higher on the			to review student writing to	sessions each week.	strategy.	and needs.	-Student portfolios
2013 FCAT Writes will			determine trends and needs				
increase from 20% to			in order to drive instruction.	Action Steps: Based on baseline data, PLCs	-PLC meetings will keep	<u>Act:</u>	
25%.				write goals for each Grading	a log of student data	-Receive additional	
2370.			All teachers need training	Period. (For example, during the	based on unit tests.	professional development in	
			to score student writing	first Grading Period, 50% of	First Nine Week Check	areas of need	
				students will score a 2.0 or above	Emerging	-Seek additional professional	
				on the end-of-the Grading Period		knowledge through book	
					Second Mile Week	studies/research	
			information provided by the	writing prompt).	Check	-Spread the use of effective	
			state.	Plan:	Developing	practices across the school	
				-Professional Development for	Third Nine Week Check	based on evidence shown in the	
				updated rubric courses.	Developing		
				-Professional Development for		best practice of others	
				instructional delivery of mode-		-Use what is learned to begin	
				specific writing.		the cycle again, revise as	
				-Training to facilitate data-driven		needed, increase scale if	
				PLCs		possible, etc.	
				-Using data to identify trends		-Plan ongoing monitoring of	
	20%	25%		and drive instruction.		the solution(s)	
	2070	23 /0		-Lesson planning based on the		. ,	
				needs of the students.			
				<i>Do</i> :			
				Biweekly/ongoing models and			
				applications of appropriate			
				mode-specific writing based on			
				teaching points.			
				Biweekly/ongoing conferencing			
				Check:			
				Review of drafts completed			
				during small group instruction as			
				well as daily writing assignments			
				completed across the curriculum.			
				PLC discussions and analysis of			
				student writing to determine			
				trends and needs.			
				<u>Act:</u>			
				-Receive additional			

		professional development in		
		areas of need		
		-Seek additional professional		
		knowledge through book		
		studies/research		
		-Spread the use of effective		
		practices across the school		
		based on evidence shown in		
		the best practice of others		
		-Use what is learned to begin		
		the cycle again, revise as		
		needed, increase scale if		
		possible, etc.		
		-Plan ongoing monitoring of		
		the solution(s)		

Writing/Language Arts Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
Differentiated Instruction	6-12	Lead Teacher	Language Arts teachers, PLC grade level	Through Spring 2013	PLC logs kept and turned into principal /walk throughs	Principal, PLC lead			
Mode – based Writing	6-12	Teacher/PLC	Entire staff	Through Spring 2013	Writing trends PLC logs to Principal Walk throughs	Principal, PLC lead			
Holistic Scoring Training	6-12	Principal/PLC	Entire staff	Through Spring 2013	PLC logs to Principal	Principal, PLC Lead			

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance

Based on the analysis of	attendance data, and r	reference to "Guiding	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
Questions", identify a			F		Who and how will the	How will the evaluation tool data	
					fidelity be monitored?	be used to determine the	
						effectiveness of strategy?	
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
			Need support in building and	The school will develop an	Attendance Committee	Committee will monitor the	Instructional planning tool
	2012 0	laca = 1	maintain the student database.	attendance committee which will	will keep log and notes	attendance data from the targeted	Attendance /tardy data
Attendance Goal #1:		2013 Expected		include the principal, lead	that will be reviewed by	group of students.	
	Attendance Rate:*	Attendance Rate:*		, 8	administration on a		EdConnect
The attendance rate will				teachers and other personnel to	monthly basis and shared		
increase by 5 % by the	87	91		review attendance records to	with faculty.		
end of the 2012-2013		/ -		develop plan and interventions to			
school year.		2013 Expected		address needs.			
		Number of Students					
		with Excessive					
		Absences					
	(10 or more)	(10 or more)					
			1				
	3	12					
		2013 Expected					
		Number of					
		Students with Excessive Tardies					
	(10 or more)	(10 or more)					
	^=	^	1				
	27	25					

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
Attendance Improvement Training	6-12	District Supervisor of Attendance	School Wide	September- October	Monthly reviews of implementation of strategies such as intervention and documentation.	Principal			

End of Attendance Goals

Suspension Goal(s)

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

decrease by 10%.	of In –School	2013 Expected Number of In- School Suspensions	common school wide expectations and rules and provide explicit instruction to students on expectations as well as model the appropriate	assigned to develop a set of school wide expectations and rules while providing trainings to in methods for teaching and		1.1. EASI, ODR and suspension data, Mainframe
	2012 Number of Out- of-School Suspensions					

Suspension Professional Development

Profe	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
			Please note that each Strategy does not	require a professional developmen	nt or PLC activity.				
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
Ideas of PBS	6-12	Principal	School –wide	Once a month in meetings	Monthly review of data	Principal			

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		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	identification of at risk students.	1.1. Access the districts Early Warning Systems to identify at risk students for high school students. The parameters from the system will be provided to	1.1. Principal	1.1. Review the data and adjust student plans as needed/	1.1. High school graduation rates and dropout rates – quarterly.

Dropout rate will decrease		2013 Expected Dropout Rate:*	leadership team as a data driven mode to identify and support students who are at a low,
by 5 %.	<1%	0%	moderate, or high risk for not completing school with their cohorts. Options will be offered
			to those students to attend various programs rather than not complete high school.

Dropout Prevention Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC Leader PD Facilitator school-wide) PD Facilitator (e.g., PLC, subject, grade level, or school-wide) PD Facilitator (e.g., PLC, subject, grade level, or school-wide) PERSON Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., Frequency of meetings) Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring meetings)										
Early Warning System	9-12	Principal	All Staff	Early Warning System Data	Monitoring the students placement after leaving Pivot	principal				

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Parent Involvement Goal #1: Based on the School Climate and Perception Survey for Parents, the percentage of parents who strongly agree with the indicators will increase by 10% in 2013. 2012 Current level of Parent Involvement:* Involvement:*	- not all students take home the newsletters, reports, etc	1.1. Parents will be notified whenever a student has a 2 letter grade drop in academics or conducts. Teachers will enter attendance in the online system daily. Progress reports will be sent home every four weeks. Parent link will be used.	1.1. Principal	1.1. Review of parent communication log by principal	1.1. Parent communication log		

Parent Involvement Goal((s)		Problem-solv	ing Process to Pa	arent Involvement	
Based on the analysis of parent involvement data, an "Guiding Questions", identify and define areas improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on School Climate and Perception Survey for Parents, the	2013 Expected evel of Parent involvement:* 78%	has increased this year.	**	2.1 Principal Teachers	2.1. Student schedules, meeting logs	2.1. SCIP survey

Parent Involvement Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.									
PD Content /Topic and/or PLC Focus	PD Content /Topic PD Facilitator PD Participants Target Dates and Schedules									
Parent Communication All Principal School-wide September/October meetings Parent Contact Logs Principal										

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

when using percentages,	include the	iiuiiiooi oi st	tructures the percentage represents next to the percentage (e.g. 70% (53)).						
Additional	Additional Goal(s)			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool			
1. Health and Fitness Goal)12 C	2012 F	1.1. Students are not in tune to	1.1. All students will engage in	Principal Guidance Counselor	1.1. Checking Student Schedules	1.1. Student schedules Master schedules		
During the 2012-2013 school year,		2013 Expected Level :*	Parents are not in tune to	the equivalent of one class period per day of physical					
the number of students scoring in the Health Fitness Zone (HFZ) on the Pacer Assessing aerobic capacity and cardiovascular health will increase from 45% on the Pretest to 65% on the Posttest.	15%	65%	healthy choices.	activity for each semester.					

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)				se Student Achievemen	t
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Continuous Improvement Goal Continuous Improvement Goal #1: The percentage of staff who strongly agree with the indicators under "Teaching and Learning on the School Climate and Perception Survey for Instructional Staff will increase by 10 % in 2013.	knowledge base of teachers and improving student performance by the	trainings in the use of PLC logs and model the PDCA model for all groups. Time will begin to be built into the workday through common prep times.	1.1. Who Principal How Principal will review PLCs log and provide feedback. Walk throughs will be conducted.	teachers each quarter	1.1. SCPI survey

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

Enter narrative for the	n reading (I 2012 Current Level of Performance:*	Levels 4-9). 2013 Expected Level of	N/A	N/A	A.1. N/A
N/A					
Enter narrative for the	ents making 2012 Current Level of Performance:*	Learning 2013 Expected Level of Performance:*			B.1. N/A
N/A	N/A	N/A			

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA	A Goals		Problem-Solving Pr	ocess to Increase	e Language Acquisition	
	derstand spoken English at grade ar 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
	ent in Listening/Speaking. 2012 Current Percent of Students Proficient in Listening/Speaking: 100%	Improving the proficiency of ELL students in our student is of high priority ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.	assistance in the areas of listening and Speaking.	Who Principal ESOL coordinator How PLC logs for courses	Teachers reflections on lesson outcomes to drive future instruction	CELLA Informal Assessments
Students read in English at grade non-ELL		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring profic	ient in Reading.	D.1 -Improving the		D.1 Who	<u>D.1</u>	D.1 Before New Grading
The percentage of ELL	2012 Current Percent of Students Proficient in Reading: 33%	The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT (ESOL Resource Teacher). Teachers implementation of CALLA (Cognitive Academic Language	Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessonsCore content teachers set	-Administrative and ERT walk-throughs	-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate	Period -CELLA -FCAT -FAA (when applicable) During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance.

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		acquisition and acculturation is not consistent across core courses.	students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.		-Subject Area Teachers share ELL SMART Goal data with the Leadership TeamData is used to drive teacher support and student supplemental instructionERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs).	
Students write in English at grade ELL st	e level in a manner similar to non- adents.	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
The percentage of ELL students scoring proficient/satisfactory on the 2013 CELLA Writing will increase by 20%	2012 Current Percent of Students Proficient in Writing:	instruction. All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	Students' use of mode-specific writing will improve through direct instruction in small groups with a focus on mode-specific writing. Small group instruction will be conducted for three	Second Nine Week Check Developing Third Nine Week Check Developing	Check: Review of drafts completed during small group instruction as well as daily writing assignments completed across the curriculum. PLC discussions and analysis of student writing to determine trends	-Student monthly writes/formative assessmentsStudent weekly drafts -Student daily writing assignments across the curriculumStudent revisions -Student portfolios

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	-Using data to identify trends and	Dlan angaing manitoning of the
	drive instruction.	-Plan ongoing monitoring of the
		solution(s)
	-Lesson planning based on the needs of the students.	
	needs of the students.	
	<u>Do</u> :	
	Biweekly/ongoing models and	
	applications of appropriate	
	mode-specific writing based on	
	teaching points.	
	Biweekly/ongoing conferencing	
	Check:	
	Review of drafts completed	
	during small group instruction as	
	well as daily writing assignments	
	completed across the curriculum.	
	PLC discussions and analysis of	
	student writing to determine	
	trends and needs.	
	Act:	
	-Receive additional	
	professional development in	
	areas of need	
	-Seek additional professional	
	knowledge through book	
	studies/research	
	-Spread the use of effective	
	practices across the school	
	based on evidence shown in	
	the best practice of others	
	-Use what is learned to begin	
	the cycle again, revise as	
	needed, increase scale if	
	possible, etc.	
	-Plan ongoing monitoring of	
	the solution(s)	
I I		

NEW Math Florida Alternate Assessment Goals

Based on the analysis o reference to "Guiding Qu- in need of improven	estions", identify	and define areas	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
F. Florida Alternate scoring at in mather		Bruacites		F.1. N/A	F.1.		F.1.
	<u>Level of</u>	2013 Expected Level of Performance:*	N/A				
goal in this box.	N/A	N/A					
N/A							
G. Florida Alternate of students making imathematics.				G.1. N/A	G.	G.1.	G.1.
G:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	N/A	N/A	N/A				
N/A							

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

Geometry EOC Goals		Problem-Solving	Process to Increase	Student Achievement	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
(Droncient) in Geometry.				1.1 Remediation will be increased for students who do not score	1.1. Practice tests and quizzes will be in accordance with

Geometry Goal H: The percentage of students scoring a level 3 or higher on the 2013 Geometry EOC will be at least 70%.	Level of Performance:* 35%	of Performance:*	students will need considerable remediation to perform at a high level. Intensive students often lack motivation.	reinforced through EOC practice classes during and after	quizzes. Exams will be administered until students	sufficient results on their practice tests/quizzes.	common core state standards for mathematics.
Based on the analysis of studer "Guiding Questions", identify an for the fo			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
Geometry Goal I: The percentage of students scoring a 4 or a 5 on the Geometry EOC will increase 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	large percentage of intensive students. These students will need considerable remediation to perform at a high level. Intensive students often lack motivation.	Basic mathematical skills will be reinforced through small group lessons and individual tutoring. Geometry skills will be	Teachers Practice EOC tests and quizzes. Exams will be administered until students obtain mastery of each EOC	sufficient results on their practice	be in accordance with

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle a	nd High Scie	nce Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).		scoring at		n/a	n/a	n/a	n/a
Science Goal J: n/a	Level of Performance:* Properties	013 Expected evel of erformance:* inter numerical ata for expected evel of	n/a				
		erformance in his box.					

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 Pr	Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier		fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
	content -Only one biology teacher on staff who also serves as an administrator -Lack of common planning time to facilitate and hold PLC -Limited knowledge of	Students' science skills will improve through staff participation of the PLC groups through reviewing grades of students in various assignments Action Steps	Principal Assistant Principal Science Teacher How Monitored -Classroom walk- throughs by Principal & Reading Coach observing this strategy.	and document the number of students reaching at least 70% mastery on unit tests.	1.1. Twice per year baseline and mid-year tests will be administered Semester Exams During the nine weeks - Homework Assignments -Unit assessments	

Biology Goal K: The percentage of students scoring a Level 3 or higher on the 2013 Biology EOC will increase from 63% to 66%.	Level of Performance:* 63%	2013 Expected Level of Performance:* 66% (35)		of different subject areas will collaborate to review student grades on each unit with weekly PLC meetings. 3. PLCs write goals based on online unit material. (For	a log of student data based on unit tests. First Nine Week Check Emerging Second Nine Week Check Developing Third Nine Week Check Developing	Second Nine Week Check Scores from ROADS Semester Exams will be used to identify which benchmarks are not being met. Third Nine Week Check Scores from pre assessments will be used to identify which benchmarks are not being met.	
Based on the analysis of student a "Guiding Questions", identi-	fy and define areas	s in need of	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
Biology Goal L: The percentage of students scoring a Level 3 or higher on the 2013 Biology EOC will increase from 36% to 39%.	2012 Current Level of Performance:* 36%	noiogy.	2.1Teachers need assistance in integrating literacy strategies in the text.	science text improves when students are engaged in reading & vocabulary comprehension strategies using the supplemental	2.1. Who Principal Assistant Principal Science Teacher How monitored -The Reading Coordinator will conduct staff trainings to implement reading strategiesTeacher to attend district trainings on reading strategies.	2.1. Reading Coordinator will review lesson plans and complete class observations for feedback.	2.1. Semester Exams During the Grading Period -mini-assessments -unit assessments

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9). Writing Goal M: N/A 2012 Current Level of Performance:* 2013 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A	

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

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

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
science and CTE/STEM electives.		Explicit direction for STEM professional learning communities to be established		Logging number of cross-curricular lessons taught incorporating STEM, ELA, and literacy/reading.	
	equipment that involves	Increase effectiveness of lessons through lesson study and district metrics, etc.		Share data with teachers.	
	Need for adding qualified full time teachers who are certified in STEM				

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
CTE Goal #1: Increase the number of students who have logged on to and created a Profile in the CHOICES data base from 1% to 5%	track career planning; parent interest for student to add to current scholastic activities and involvement;	1.1.Students create a career interest profile on CHOICES. Students will study for ACT or SAT. Students will review Bright Futures and other websites for scholarship opportunities.	1.1.CTE teachers	I.1.Aggregate and analyze the data every year.	1.1.Log the number of profiles created in CHOICES; Log number of students taking the ACT or SAT	

CTE Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
Integration of career coursework	6-12	Lead Teacher	Teachers	Ongoing	Walk throughs and lesson plan logs	Lead teacher/principal			

End of CTE Goal(s)