

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Sergeant Paul R. Smith Middle School	District Name: Hillsborough County
Principal: Raymond Padgett	Superintendent: Mary Ellen Elia
SAC: Robyn Crane-Taylor	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](#)

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

[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	Raymond Padgett	AS-Electronics, Avionics, Journalism, BS-Computer Science, Educational Leadership (all levels)	3	6	10-11:Sgt. Smith Middle School Grade A, No AYP: 09-10: Orange Grove Middle Magnet Grade A, 89% on AYP: 08-09: Orange Grove Middle Magnet Grade B, No AYP: 07-08: Orange Grove Middle Magnet Grade B, No AYP
Assistant Principal	Ron Mason	Educational Leadership(all levels):Guidance and Counseling(prekindergar ten-Grade 12): Physical Education(grades K-8)	5	5	10-11: Sgt. Smith Middle School Grade A, No AYP 09-10: Sgt. Smith Middle Grade A, No AYP 08-09: Sgt. Smith Middle Grade A, No AYP

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

Assistant Principal	Shonda Flores	<ul style="list-style-type: none"> • Educational Leadership (all levels) • School Principal (all levels) • Specific Learning Disabilities (grade K-12) <p>*Reading Endorsement</p>	5	14	<p>10-11: Sgt. Smith Middle School Grade A, No AYP</p> <p>09-10: Sgt. Smith Middle Grade A, No AYP</p> <p>08-09: Sgt. Smith Middle Grade A, No AYP</p>
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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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	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)
Reading	Carolyn Kunzman	BA- English BS- Education MS- Education Certified: K-12 Reading History 6-12 English 6-12 Social Science 5-9 Middle Grade Endorsement Valid until 2017	5	11	BA- English BS- Education MS- Education Certified: K-12 Reading History 6-12 English 6-12 Social Science 5-9 Middle Grade Endorsement Valid until 2012

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

1. Teacher Interview Day	General Director		
2. MAP	Supervisor of Data Analysis	on going	
3. Performance Pay	General Director of Federal Programs		
4. Partnering new teachers with veteran staff	Assistant 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-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
<p>Teachers</p> <ul style="list-style-type: none"> • 7 out of field 	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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

Staff Demographics

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

*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	% of Highly Qualified Teachers	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% ES OL Endorsed Teachers
77(100%)	6(8%)	19(25%)	26(34%)	26(34%)	35(45%)	50(65%)	10(13%)	2(3%)	17(22%)

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

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

<p>Carol Campbell <i>(District EET Mentor)</i></p>	<p>James Cochran - First Year Teacher</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Carol Campbell <i>(District EET Mentor)</i></p>	<p>Albert Fernandez - First Year Teacher</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

Additional Requirements

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

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs

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

Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team.

Giana Gerhart, ESE Specialist

Laurie Walls, Admin. Resource Teacher

Susan Roberts, Guidance Counselor

Catherine Bigham-Torres, Guidance Counselor

James Samuelson, Guidance Counselor

Ronald Mason, Assistant Principal

Shonda Flores, Assistant Principal

Raymond Padgett, Principal

Brenna Elton, School Psychologist

Krysten Love, Social Worker

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

Describe how the school-based MTSS Leadership:

The purpose of the PSLT in our school is to e Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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

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

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - o Tutoring during the day in small group pull-outs in reading, math and science
 - o Extended Learning Programs during and after school
 - o Saturday Academies
 - o Intensive Reading and Math classes
 - o Extended Homeroom once a week
 - o Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - o Implementation and support of PLCs

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

- o Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
- o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- o Use of Common Core Assessments at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
 - At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
 - Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
 - Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
 - Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
 - Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

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

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:
Indicator Strategy Fidelity Check Strategy Data Check

Not Evident Teacher monitoring indicates strategy implementation has not begun. Student data indicate that strategy implementation is showing no positive effect on student achievement.

Emerging Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.

Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Operational Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.

Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Highly Functional Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented. Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT

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

team through the subject area PSLT representatives.

- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - o review and analyze screening and collateral data
 - o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - o develop and target interventions based on confirmed hypotheses
 - o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - o review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - o assess the fidelity of instruction/intervention implementation and other PS/RtI processes

RtI Implementation

MTSS Implementation

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

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

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

Core Curriculum (Tier 1)

Data Source Database Person (s) Responsible

FCAT released test School Generated Excel Database Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments Scantron Achievement Series

Data Wall PSLT, PLCs, individual teachers

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science Scantron Achievement Series

Data Wall

PSLT, PLCs, individual teachers

Program Generated Assessments Software Individual teachers

FAIR Progress Monitoring and Reporting Network

Data Wall Reading Coach/ Reading PLC Facilitator

CELLA Sagebrush (IPT) ELL PSLT Representative

Common Assessments* (see below) of chapter/segments tests using adopted curriculum resources Subject Area Generated Database SALS, individual teachers, PSLT

Nine Week Exams Subject Area Generated Excel Database SALS, individual teachers, PSLT

Semester Exams

Subject Area Generated Excel Database SALS, individual teachers, PSLT

Mini-Assessments on specific tested Benchmarks Subject Area Generated Excel Database Individual teachers

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source Database Person (s) Responsible for Monitoring

Extended Learning Program (ELP)* (see below) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) School Generated Database in Excel PSLT/ ELP Facilitator

FAIR OPM School Generated Database in Excel PSLT/ Reading Coach

Ongoing assessments within Intensive Courses

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

Database provided by course materials (for courses that have one), School Generated Database in Excel PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** (see below) School Generated Database in Excel PSLT/PLCs

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

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

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff received overview training over the course of several faculty meetings during the 2009-2010 school year. PSLT members who attended the district level RTI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

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

Describe plan to support MTSS.

As the District’s Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Carolyn Kunzman, Reading Coach

Raymond Padgett, Principal

Ronald Mason, APC

Shonda Flores, APA

Catherine Glass, DRT – Reading

Dr. Cheryl Walker, 6th grade LA/Reading /ESOL Teacher

Layla Hughes, 6th Grade Social Studies

Sheryl Merritt, 6th Grade LA /Reading Teacher

Lisa Johnson, 6th Grade LA/Reading Teacher

Colleen K. Hilander,– 6th Grade LA/Reading Teacher

Valerie Burns,– 7/8th Reading Teacher

Mary Volpitta, 8th Grade Math Teacher

Cynthia Starling, Music Teacher

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

Debbie Holiday, Consumer Science Teacher

Karen Triplett, Media Specialist, Mary Chris Peterika, Health Teacher

Pamela Cabral, AVID Teacher

Jeffery Miceli, 7/8th Grade Reading Teacher

Joan Bloch, 7th Grade Social Studies Teacher

Tiffany DeFrage, 7th grade LA Teacher

Robyn Crane-Taylor, 6th Grade Math Teacher

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

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

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

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

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

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

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

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

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

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

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading

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

coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

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

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

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

*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?

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. Students lack general vocabulary FCAT specific vocabulary, and background knowledge. Lack of teacher knowledge base of this strategy and lack of teacher training in implementation on these strategies</p> <p>Student lack organizational skills regarding class work, quizzes, tests, etc. and lack quick access to their grades on a daily or weekly basis.</p>	<p>1.1. Strategy Teachers will implement CRISS strategies graphic organizers, and academic word lists for vocabulary and concept development.</p> <p>Action Steps: Teachers will receive CRISS training if not previously trained. Teachers will discuss successful CRISS strategies within their PLCS Teacher will implement newly learned CRISS strategies in their classes. Teachers will report the student achievement results of the strategies back to the PLCS to determine success.</p>	<p>1.1. Reading Leadership Team will devote meeting time to analyze FAIR data for improvement. First, Second, Third nine week check. Strategy Common Core Reading Strategies across the content core reading strategies such as text marking. Action steps are outlined on grade level PLC action plans/ minutes. All teachers are responsible for implementation. Review of student work, Review of data. Teachers use reflections, student work, and data to drive instruction. PLC's discuss and review data and use data to design SMART goals that drive instructions. Reading Leadership reviews goals, data and strategies to support student and teacher SMART goals.</p>	<p>1. 3x per year FAIR also during grading period common assessments such as end-of -unit tests During Nine weeks Student Work</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 50% to 53%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				

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

	50%	53%				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2.</p> <p>Large class sizes</p> <p>Students having to share books.</p> <p>Behavior of the students Lack of teacher knowledge base of this strategy and lack of teacher training in implementation on these strategies</p> <p>Students lack organizational skills regarding class work, quizzes, tests, etc. and lack quick access to their grades on a daily or weekly basis.</p>	<p>1.2.</p> <p>Common Core Reading Strategy across the content areas including higher order text-dependent questions which will aid in student comprehension of complex text. All content teachers are responsible for implementation. Action steps are out-lined on grade level /content areas PLC action plans.</p>	<p>1.2.</p> <p>Review of student’s work , reflections, student work, and data to drive instruction. PLC’s discuss and review data and use data to design SMART goals that drive instructions. Reading Leadership reviews goals, data and strategies to support student and teacher SMART goals.</p>	<p>1.2.</p> <p>3x per year FAIR also during grading period common assessment such as end of unit test.</p> <p>Results of Practice FCAT 2.0</p> <p>During the nine weeks-student’s work</p>	
<p>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.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Strategy Data Check</p>	<p>Student Evaluation Tool</p>		

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

<p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 23% to 26%.</p>	<p>2.1 Teachers are at varying skill levels with higher order questioning techniques. Lack of Focus on informational text. Understanding of FCAT 2.0 for both teachers and students.</p>	<p>2.1 Student reading comprehension will improve through the systematic use of higher order questions in all subject areas. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps: Teachers will use the PLCs to learn how to construct and implement higher order questioning techniques. Teachers will use the higher order questioning techniques in class. Teachers will bring their results back to the PLCs to discuss outcomes of the use of the questioning techniques. Modifications (if needed) are discussed and made in the PLC. Teacher will learn higher order thinking strategies during a rolling in service.</p>	<p>2.1 Who PLCs(In all content areas) Kunsman (Rolling In service) How PLCs will review student work regarding the use of higher level questioning.</p>	<p>2.1 3x per year (Reading) FAIR Results of Practice FCAT 2.0 During the nine weeks Student work</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>2.2</p> <p>Anticipated Barrier</p> <p>Student lack organizational skills regarding class work, quizzes, tests, etc. and lack quick access to their grades on a daily or weekly basis.</p> <p>Students need practice with higher order thinking questions.</p>	<p>2.2</p> <p>Strategy</p> <p>LA teachers will use bellwork(Appetizers) to reinforce these strategies and the reading coach will model.</p> <p>Teachers will use the PLCs to learn how to construct and implement higher order questioning techniques.</p> <p>Teachers will use the higher order questioning techniques in class.</p> <p>Teachers will bring their results back to the PLCs to discuss outcomes of the use of the questioning techniques.</p> <p>Modifications (if needed) are discussed and made in the PLC.</p>	<p>2.2</p> <p>Strategy Data Check</p> <p>Who</p> <p>LA teachers</p> <p>Reading Coaches</p> <p>PLCs (In all content areas)</p> <p>Kunsman - rolling Inservice</p> <p>How</p> <p>PLCs will review student work regarding the use of higher-level questioning.</p> <p>2.1 2.1 PLCs 3x per exa year mine (Reading student g) work - FAIR and data Results from of the Practice FAIR FCAT testing. 2.0</p> <p>(Que stion During levels the nine & weeks inform - ational Student text) work</p> <p>Perform Practice FCAT 2.0 prior to</p>	<p>2.2</p> <p>Student Evaluation Tool</p> <p>PLCs examine student work and data from the FAIR testing.</p> <p>(Question levels & informational text)</p> <p>Perform Practice FCAT 2.0 prior to 2012 FCAT.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

				2012 FCAT.		
		2.3 8 th grade students need practice with FCAT style informational questions.	2.3 Strategy 8 th grade Social Studies teachers will incorporate FCAT type informational articles into their curriculum..Reading Coach will model.	2.3 Who Social Studies Teachers Reading Coach	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1.</p> <p>Student lack organizational skills regarding class work, quizzes, tests, etc. and lack quick access to their grades on a daily or weekly basis.</p> <p>Teachers are at varying skill levels with higher order questioning techniques.</p> <p>Lack of Focus on informational text.</p> <p>Lack of FCAT 2.0 Practice Materials.</p> <p>Lack of school wide and grade specific 2012 FCAT data reflecting the different strands for each subgroup.</p>	<p>B.1.</p> <p>Data Driven Instruction</p> <p>All students will be given a binder to keep track of grades and important class papers, tests, quizzes, reference sheets, etc.</p> <p>School will provide grade and class specific 2012 FCAT data on students to identify strands for instructional focus.</p> <p>Teachers will access Sagebrush (IPT) to get student scores and grades.</p> <p>After they get the scores, teachers will use the data to guide instruction.</p> <p>Teachers will discuss how to improve instruction using FAIR/FAIR data.</p> <p>Who Social Studies SAL teachers and Reading Coach</p>	<p>B.1.</p> <p>Who</p> <p>Administration will disseminate 2012 FCAT data</p> <p>Reading Coach will disseminate provided FAIR data to teachers</p> <p>How</p> <p>Faculty Meetings and PLCs</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p> <p>Students will check their own notebooks and each others. Teachers will perform weekly checks of their section of the notebook. SAL and Administrators will perform walk through notebook checks.</p>	<p>B.1.</p> <p>Students will check their own notebooks and each others. Teachers will perform weekly checks of their section of the notebook. SAL and Administration will perform</p> <p>Walk through notebook checks.</p> <p>FAIR 2-3x times per year</p> <p>FCAT Practice Test</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		How Social Studies SAL meetings				
<u>Reading Goal #3:</u> Enter narrative for the goal in this box. In grades 6-8, the percentage of all curriculum students making learning gains on the 2013 FCAT Reading will increase from 60pts to 63pts.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	60 pts	63pts				

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

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

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. Student lack organizational skills regarding class work, quizzes ,tests, etc. and lack quick access to their grades on a daily or weekly basis.</p>	<p>4.1. Strategy through PLCs teacher will identify decoding and fluency lessons, including those in the FAIR tool kit. Action Steps Teachers will create lessons using the strategies mentioned above. After getting the results from lessons, reading and language arts teachers will meet with PLCs to discuss their results and more effective implementation strategies. Complete data chats with every student to allow them to better understand their scores</p>	<p>4.1. Who Reading Coach, Reading Teachers, and ESE Specialist will review use of FAIR toolkit and student work to identify re-teaching strategies and needs. First nine weeks Second nine weeks Third nine weeks Who Social Studies Teachers Technology How Discussion of the data chats in the social studies PLCs</p>	<p>4.1. 2-3x Per year FAIR testing</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #4:</u></p> <p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 57 pts to 60 pts</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>57 pts</p>	<p>60 pts</p>				
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>See Goals 1,3, and 4</p>	<p>See Goals 1,3,and4</p>	<p>See Goals 1,3,and 4</p>	<p>See Goals 1,2,and 4</p>		

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

<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. Who Parent Liaison Increase parent participation by quarterly conferences, and curriculum related events. Action Steps Parent liaison contacts target group.</p>	<p>5A.1. Parent liaison will record contacts and attendance at conferences and other events.</p>	<p>5A.1. Parent Climate Survey</p>			
<p><u>Reading Goal #5A:</u> Enter narrative for the goal in this box. In grades 6-8, 56% of the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				

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

	White:41% Black:58% Hispanic:51% Asian:31% American Indian:33%	White:43% Black:60% Hispanic:53% Asian:33% American Indian:34%				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5B.1. Students lack of general vocabulary, FCAT specific vocabulary and background knowledge.</p>	<p>5B.1. Strategy Teachers will implement CRISS strategies, graphic organizers, and academic word lists for vocabulary and concept development. Bilingual aides will be used in core curriculum classes to vacillate students .Vocabulary workbooks will be incorporated in the ESOL classroom with emphasis on academics vocabulary. Action Steps Teachers will receive CRISS training if not previously trained. Teachers will discuss successful CRISS strategies within their PLCs. Teachers will implement newly learned CRISS strategies in their classes. Teachers will report the student</p>	<p>5B.1. How RLT and PLCs will analyze and review FAIR data for evidence of increased reading comprehension within this subgroup. First nine weeks Second nine weeks Third nine weeks</p>	<p>5B.1. During nine weeks Student Work</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		achievement results of the strategies back to the PLCs to determine success.				
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box.						
In grades 6-8, 56% ELL All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2013.						
	52%	56%				

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

		5B.2. Language barrier between students and teachers	5B.2. Strategy Provide teacher access to the Rosetta Stone Language software to learn Spanish Three professional licenses were acquired for teacher use in Rosetta Stone. Action Steps Provide teachers the opportunity to get a subscription to Rosetta Stone. Have teachers begin completing the program.	5B.2. Who Guidance Counselors PLCs How Discussion of results in PLC First nine weeks Second nine weeks Third nine weeks	5B.2. 2-3xPer Year FAIR During Nine Weeks Classroom tests Vocabulary assessments FCAT	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. In ESE and EBD classrooms, a lack of leveled books for differentiated instruction.</p>	<p>5C.1. Strategy Teachers will implement literature circles and independent reading program using leveled readers. Action Steps With assistance from the reading coach, language arts and reading teachers will determine which books need to be used for students on the appropriate grade level. In the PLCS, teachers will discuss the data gathered from the test and activities students completed from the grade level test. Teachers will discuss strategies to make the test and assignments more effective for the students.</p>	<p>5C.1. Who ESE Specialist will conduct walk throughs and review PLC agendas to ensure the use of differentiated instruction strategies How First nine weeks Second nine weeks Third nine weeks</p>	<p>5C.1. 2-3 per year FAIR on going Progress Monitoring comprehension During Nine weeks Student Work</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #5C:</u></p> <p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, 40% SWD will score a Level 3 or above on the 2013 FCAT Reading Test or the percentage of non-proficient students will decrease by 10% in 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>37%</p>	<p>40%</p>				
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Students lack of organizational skills and accountability for student graded work and grades.</p>	<p>5D.1. 5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <u>consistent implementation of students' IEP</u> goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (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. Need to provide a school organization structure and procedure for</p>	<p>5D.1. — <u>Teacher Level</u> -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 SMART Goal. _ <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem</p>	<p>5D.1. <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.	Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Enter narrative for the goal in this box. In grades 6-8, 65% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.	63%	65%				

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.

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

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
EET	All	Rolling Inservice	All	Every Monday	Post Evaluation Discussion	Administration
FCAT	All	Kunzman	All	Fall-Spring	Practice FCAT 2.0	Kunzman
Informational Text and Higher Order Questioning	All	Kunzman	All	Fall-Spring	FAIR	Kunzman

End of Reading Goals

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

Elementary or Middle School Mathematics Goals

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

<p>Elementary School Mathematics Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>I.1. Students have difficulty retaining the information after the assessment.</p> <p>Students have lack of multiplication skills.</p>	<p>I.1. Strategy</p> <p>Teachers will “spiral” curriculum through bellwork & subsequent tests where appropriate.</p> <p>Action Steps:</p> <p>Teachers will introduce new lessons by reviewing material that was already covered in previous lessons through bellwork.</p> <p>Teachers will include at least 2 test questions from previously tested material on subsequent tests.</p>	<p>I.1. Math SAL</p> <p>Math teachers</p> <p>APC</p> <p>Principal</p> <p>How</p> <p>PLCs will identify preciously covered material that should be included in each chapter test after the first one.</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>I.1. Walkthroughs by administration and PLCs</p> <p>PLC notes and agendas</p> <p>Daily lesson plans</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>I.1. 2-3x per year</p> <p>End of semester exam and mid -term exam</p> <p>During nine week weeks</p> <p>Chapter tests and quizzes</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 56% to 59%.</p>							
	56%	59%					

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

		<p>1.2.</p> <p>Students</p> <p>Particularly in the 8th grade, are not prepared to take FCAT exam</p>	<p>1.2.</p> <p>Strategy</p> <p>Increase Coasta level 3 thinking skills</p> <p>Action steps</p> <p>Students will take 2 FCAT focus quiz per month. Teachers will use data to drive future instruction to prepare students to take FCAT.</p>	<p>1.2.</p> <p>Who</p> <p>Math SAL</p> <p>Math teachers</p> <p>APC</p> <p>How</p> <p>Teachers will practice and remediate multiplication skills</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>1.2.</p> <p>Graded FCAT Explorer quizzes will determine FCAT readiness for each standard</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>1.2.</p> <p>FCAT Explorer and bellwork problems</p> <p>During nine weeks administer FCAT Explorer quizzes and use FCAT 2.0 questions in bell work</p>	
		<p>1.3.</p> <p>Students enter sixth grade not knowing basic math facts and skills</p>	<p>1.3.</p> <p>Strategy</p> <p>Increase</p> <p>Memorization, recall and comprehension with boot camp style incentives and practice skills</p> <p>Action Steps</p> <p>Boot camp incentives and practice on multiplication tables.</p>	<p>1.3</p> <p>Who</p> <p>Math SAL</p> <p>Math teachers</p> <p>APC</p> <p>How</p> <p>Teachers will practice and remediate multiplication skills</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check 3.</p>	<p>1.3.</p> <p>Teachers assess readiness with multiplication tests</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p>	<p>1.3.</p> <p>2-3x per year</p> <p>During nine weeks</p>	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p> <p>Students have difficulty retaining the information after the assessment.</p> <p>Students have lack of knowledge of multiplication skills.</p>	<p>2.1.</p> <p>Strategy</p> <p>Teachers will “spiral” curriculum through bellwork and subsequent tests where appropriate</p> <p>Action Steps</p> <p>Teachers will introduce new lessons by reviewing material that was already covered in previous lessons through bellwork.</p> <p>Teachers will include at least 2 test questions from previously tested material on subsequent tests.</p>	<p>2.1.</p> <p>Who</p> <p>Math SAL</p> <p>Math teachers</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>2.1</p> <p>Walkthroughs by administrators and PLC</p> <p>PLC notes and agendas</p> <p>Daily lesson plans</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p>	<p>2.1.</p> <p>2-3x per year</p> <p>End of semester exam and midterm exam</p> <p>Formative exams</p> <p>During nine week</p> <p>Chapter exams and quizzes</p>		

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

<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 26% to 29%.</p>	26%	29%					
		<p>2.2. Students are not prepared to take FCAT Math</p>	<p>2.2. Strategy Increase Costa level 3 thinking skills Action Steps Students will take 2 FCAT focus quizzes per month</p>	<p>2.2. Who Math SAL Math teacher APC Principals How Teachers will have students take at least 2 FOCUS assessment per month First nine week check Second nine week check Third nine week check</p>	<p>2.2. Records will be kept of students' attendance at help sessions and students will be periodically assessed online First nine weeks Second nine weeks Third nine weeks</p>	<p>2.2. Graded FCAT Explore Quizzes and bellwork During nine weeks Chapter tests and quizzes</p>	

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

		2.3 Students do not know how to ask for or receive math help outside of classroom instruction	2.3 Strategy Offer math tutoring 2-3 mornings a week and increase students' knowledge of where to find math help online Action Steps Offer scheduled math help before school available to all students and model where to locate verified math help websites for student use	2.3 Who Math SAL Math teachers ESE teachers How SAL and APC will check to make sure tutoring is available and advertised First nine week check Second nine week check Third nine week check	2.3 Records will be kept of students' attendance at help sessions and students will be periodically assessed online First nine weeks Second nine weeks Third nine weeks	2.3 Quizzes, tests, assessments, FCAT	
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		

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

<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1. Students are not prepared to take FCAT math.</p>	<p>B.1. Strategy Increase Costa level 3 thinking skills. Action Steps Students will take 2 FCAT focus quizzes per month</p>	<p>B.1. Who Math SAL Math teachers APc Principal How Teachers will have students take at least 2 FOCUs assessment per month First nine week check Second nine week check Third nine week check</p>	<p>B.1. Graded FCAT Explorer quizzes will determine FCAT readiness for each standard First nine week check Second nine week check Third nine week check</p>	<p>B.1. Graded FCAT Explorer quizzes and bellwork During nine week Quizzes and Chapter tests</p>		
<p><u>Mathematics Goal #3:</u> <i>Enter narrative for the goal in this box.</i> In grades 6-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 69% to 72%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	69%	72%					
		<p>B.2.</p> <p>Students do not know how to ask for or receive math help outside of classroom instruction</p>	<p>B.2.</p> <p>Strategy</p> <p>Offer math tutoring 2-3 morning a week and increase students' knowledge of where to find math help online</p> <p>Action Steps</p> <p>Offer scheduled math help before school available to all students and model where to locate verified math help websites for student use</p>	<p>B.2.</p> <p>Who</p> <p>Math SAL</p> <p>Math teachers</p> <p>ESE teachers</p> <p>How</p> <p>SAL and APL will check to make sure tutoring is available and advertised</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>B.2.</p> <p>Records will be kept of students attendance at help sessions and students will be periodically assessed online.</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p>	<p>B.2.</p> <p>2-3x per year</p> <p>End of semester exams ,mid-term exam, Formative Assessments</p> <p>During nine weeks</p> <p>Chapter tests, quizzes</p>	
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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1 Students are not proficient in basic math facts</p>	<p>4.1. Strategy Teachers will increase students basic multiplication facts Action Steps Teachers will enroll all level 1's and 2's in FASST Math and make sure that they use the program on a weekly basis until mastery is determined Teachers will do basic multiplication facts for bellwork once a week.</p>	<p>4.1. Who Math SAL Math teachers How First nine week check Second nine week check Third nine week check</p>	<p>4.1. Students will be monitored for mastery and understanding weekly First nine weeks Second nine weeks Third nine weeks</p>	<p>4.1 Weekly assessments until mastery attained During nine weeks</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 63% to 66%.</p>	63%	66%					

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

		4.2.students do not know how to ask for or receive math help outside of classroom instruction	4.2. Strategy Offer math tutoring 2-3 mornings a week and increase students' knowledge of where to find math help online	4.2. Math SAL Math teachers ESE teachers How SAL and APC will check to make sure tutoring is available and advertised First nine week check Second nine week check Third nine week check	4.2. Records will be kept of students' attendance at help sessions and students will be periodically assessed online First nine week Second nine week Third nine week	4.2. Quizzes, tests, assessments, FCAT During nine weeks	
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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
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%.							
<u>Math Goal #5:</u>							

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

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White:43%	5A.1. Strategy	5A.1. Math SAL	5A.1. Students will be monitored for mastery and understanding weekly.	5A.1. Weekly assessments		
	Black:60%	Teachers will increase students' basic multiplication facts.	Math Department teachers		Until mastery attained		
	Hispanic:52%		How				
	Asian:32%	Action Steps	Mastery will be monitored weekly as students retain multiplication facts.	First nine weeks	During nine week		
	American Indian:34%	Teachers will enroll all level 1's and 2's in FASST Math & make sure that they use the program on a weekly basis until mastery is determined.		Second nine weeks			
	Students are not proficient in basic math facts		First nine week check Second nine week check Third nine week check	Third nine weeks			
		Teachers will do basic multiplication facts for bell work once a week.					

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

<u>Mathematics Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, 70% of the following All Curriculum student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 10%.</p>	<p>White:41%</p> <p>Black:55%</p> <p>Hispanic:51%</p> <p>Asian:31%</p> <p>American Indian:33%</p>	<p>White:43%</p> <p>Black:60%</p> <p>Hispanic:52%</p> <p>Asian:32%</p> <p>American Indian:34%</p>					

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

		5A.2.Students do not know how to ask for or receive math help outside of classroom	5A.2. Strategy Offer math tutoring 2-3 mornings a week and increase students' knowledge of where to find math help online Action Steps Offer scheduled math help before school available to all students and model where to locate verified math help websites for student use	5A.2. Who Math SAL Math teachers First nine week check Second nine week check Third nine week check	5A.2. Records will be kept of students attendance at help sessions and	5A.2. Quizzes, Tests ,assessments, FCAT	
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		

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

<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5B.1. Students are not proficient in basic math facts. Action Steps Teachers will enroll all level 1's and 2's in FASST Math & make sure that they use the program on a weekly basis until mastery is determined. Teachers will do basic multiplication facts for bell work once a week.</p>	<p>5B.1 Strategy Teachers will increase students' basic multiplication facts. How Mastery will be monitored weekly as students retain multiplication facts. First nine week check Second nine week check Third nine week check</p>	<p>5B.1. Math SAL Math Department teachers First nine week check Second nine week check Third nine week check</p>	<p>5B.1. Students will be monitored for mastery and understanding weekly. First nine week check Second nine week check Third nine week check</p>	<p>5B.1. Weekly assessments until mastery attained. During nine week check</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, 53% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2012 FCAT Math or the percentage of non-proficient students will decrease by 10% .</p>	53%	55%					

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

		<p>5B.1.</p> <p>Students do not know how to ask for or receive math help outside of the classroom</p>	<p>5B.1.</p> <p>Strategy</p> <p>Offer math tutoring 2-3 mornings a week and increase students' knowledge of where to find math help online</p> <p>Action Steps</p> <p>Offer scheduled math help before school available to all students and model where to locate verified math help student</p>	<p>5B.1.</p> <p>Who</p> <p>Math SAL</p> <p>Math teachers</p> <p>ESE teachers</p> <p>First nine weeks</p> <p>Second Nine weeks</p> <p>Third nine weeks</p>	<p>5B.1.</p> <p>Records will be kept of students attendance at help sessions and students will be periodically assessed online</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p>	<p>5B.1.</p> <p>Quizzes, test.assessments, FCAT</p> <p>During nine weeks</p>	
	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. Student comprehension of vocabulary and main ideas due to language barrier</p>	<p>5C.1. Strategy Students will have the use of a bilingual aide to assist as needed. Action Steps Use of differentiated Instruction curriculum will be provided by the ELL department to assist teachers Translate</p>	<p>5C.1. Who Math SAL Math teachers How Monitor comprehension through translators and quizzes First nine week check Second nine week check Third nine week check</p>	<p>5C.1. Student comprehension should increase with use of ESOL tools available</p>	<p>5C.1. Monitor weekly During nine weeks</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, 47% ELL All Curriculum students will score a level 3 or above on the 2013 FCAT Math Test or the percentage of non-proficient students will decrease by 10%.</p>	47%	49%					
		<p>5C.2.</p> <p>Students do not know how to ask for or receive math help outside of classroom</p>	<p>5C.2.</p> <p>Strategy</p> <p>Offer math tutoring 2-3 mornings a week and increase students' knowledge of where to find math help online.</p> <p>Action Steps</p> <p>Offer scheduled math help before school available to all students and model where to locate verified math help websites for student use.</p>	<p>5C.2.</p> <p>Math SAL</p> <p>Math Department teachers</p> <p>ESOL teachers</p> <p>How SAL and APC will check to make sure tutoring is available and advertised</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>5C.2.</p> <p>Records will be kept of students' attendance at help sessions and students will be periodically assessed online</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p>	<p>5C.2.</p> <p>Quizzes tests</p> <p>Assessments</p> <p>FCAT</p> <p>During nine weeks</p>	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	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 (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
No data submitted for this							
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>I.1. Students have difficulty retaining the information after the assessment. Students in the 8th grade are not prepared to take the EOC Exam.</p>	<p>I.1. Strategy <u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques <i>PLCs After Instruction</i> -Teachers reflect and discuss the outcome of their DI lessons. -Use student</p>	<p>I.1. Who SAL Math Teachers PLC facilitators of like grades and/or like courses How Teachers will practice and remediate Algebra skills. PLC notes and agendas. Daily lesson plans. First nine week check Second nine week check Third nine week check</p>	<p>I.1. Walkthroughs by administrators and PLC. PLC notes and agendas. Daily lesson plans. First nine week Second nine week Third nine week</p>	<p>I.1. During Grading Period: Common assessments(pre, post, mid section, end of unit) 2-3x Per Year End of semester exams ,Pretest Chapter tests, quizzes, county assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>					
<p><u>Algebra Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p> <p>In grade 8th, 90% of the 8th grade students on the 2013 EOC Exam scored a Level 3 or higher on the 2013 Algebra EOC. will increase from 88% to 91%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	88%	91%					
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		

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

<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1. Students have difficulty retaining the information after the assessment.</p>	<p>2.1. Strategy Teachers will introduce new lessons by reviewing material that was already covered in previous lessons through bellwork.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p>	<p>2.1. Who Math SAL Math teachers APC Principal How PLCs will identify previously covered material that should be included in each chapter test afterwards.</p>	<p>2.1. Walkthroughs by administrators and PLC PLC notes and agendas First nine weeks Second nine weeks Third nine weeks</p>	<p>2.1. 2-3x per year, End of semester Exam, Chapter tests, quizzes First nine weeks Second nine weeks Third nine weeks</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC's.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box. In grade 8 th , 48% of the 8 th grade students on the EOC Exam scored a Level 4 or 5 on the Algebra EOC, will increase from 48% to 51%.	48%	51%					

End of Algebra EOC Goals

Mathematics Professional Development

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

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

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

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
Curriculum Training	6-8	County Trainers	All	Pre-Planning& Yearly Trainings	PLC meetings	SAL
Springboard Training	6-8	County Trainers	All	Pre-Planning& Yearly Trainings	PLC Meetings	SAL

End of Mathematics Goals

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

Elementary and Middle School Science Goals Principal, APC, Science SAL, Science Teachers

Science 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 Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning etc.- Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model. Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>1.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p> <p>Action Steps</p> <p>Teachers will attend District Science training and share information with their PLCs.</p> <p>PLCs write smart goals based on each nine weeks of material.(For example ,during the first nine weeks, 75% of the students</p>	<p>1.1. Who Principal, APC, Science SAL, Science Teachers, ELL Specialist</p> <p>PLC logs turned into administration, Administration provides feedback. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. Classroom walk throughs observing inquiry based instruction</p> <p>First nine week check</p> <p>Second nine week check</p> <p>Third nine week check</p>	<p>1.1. Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>First nine weeks</p> <p>Second nine weeks</p> <p>Third nine weeks</p>	<p>1.1. 2-3x per year District level baseline and midyear tests.</p> <p>During Nine Weeks – Mini Assessments and Mini Unit Assessments</p> <p>Utilizing Costas level questioning</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>will score an 80% or above on each unit of instruction).</p> <p>As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>Teachers bring assessment data back to the PLCs.</p> <p>Based on data, PLCs use the probleming solving process to determine next steps of planning inquiry based instruction strategies.</p> <p>PLCs record their work in the PLC</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8 , the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 46% to 49%.</p>	46%	49%					

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

		<p>1.2. Teachers are at varying skill levels in the use of inquiry and the SE lesson plan model.</p> <p>PLCs are not being implemented at all middle schools with fidelity. Lack of common planning time and holdings of PLCs.</p>	<p>1.2. Tier 1-The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through participation in the SE lesson plan model.</p> <p>Action Steps same as 1.2</p>	<p>1.2. Who Principal, APC, Science SAL, Science Teachers, ELL Specialist</p> <p>How PLC logs turned into administration, Administration provides feedback. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. Classroom walk-throughs observing inquiry based instruction</p> <p>First nine week check Second nine week check Third nine week check</p>	<p>1.2. PLCs examine student work and data from the Costas quizzes and other assessments. Data from review of unit assessments be analyzed at PLC meetings.</p> <p>First Nine week check Second nine week check Third nine week check</p>	<p>1.2. 2-3x Per Year District Baseline and Mid Year Testing</p> <p>During nine week Student work Chapter tests Quizzes utilizing Costas level questioning</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>2. Language barrier between teachers and students.</p>	<p>1.3. Tier 1 Purpose of this strategy is to strengthen student understanding of key science concepts.</p> <p>Action Steps-PLCs with work in coordination with ELL specialist at the school to create lesson plans that will incorporate DI strategies into their lesson plans to help ELL students at the school.</p>	<p>1.3. Who Principal, APC, ELL Specialist Science SAL Science Teachers</p> <p>How PLC logs turned into administration, Administration provides feedback. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. Classroom walk-throughs observing inquiry based instruction</p> <p>First nine week check Second nine week check Third nine week check</p> <p>Same as 1.1</p>	<p>1.3. PLCs will review ELL student data throughout the school year to monitor progress of science contest mastery of ELL students on units of instruction.</p> <p>First Nine Weeks Check Second Nine Weeks Check Third Nine Weeks Check</p>	<p>1.3. 2-3x Per Year District Baseline and Mid Year Testing</p> <p>During nine week Student work Chapter tests Quizzes utilizing Costas level questioning</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. Teachers are at varying skill levels with Costas (higher order questioning techniques). PLC meetings do not focus on higher order question strategies for upcoming lessons.</p>	<p>2.1. Strategy Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in Costas Level Questioning As a result; there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps AVID site team designs and plans Costas training. Demonstration classrooms are identified and training schedule designed for staff. PLCs write SMART goals based on each nine weeks of material. As a Professional Development activity in their</p>	<p>2.1. Who Principal, APC, ELL Specialist Science SAL Science Teachers How PLC logs turned into administration, Administration provides feedback. Evidence of strategies in teachers’ lesson plans seen during administration walk-throughs. Classroom walk throughs observing inquiry based instruction First nine week check Second nine week check Third nine week check</p>	<p>2.1. PLCs examine student work and data from the Costas quizzes and other assessments. Data from review of unit assessments be analyzed at PLC meetings. First Nine Week Check Second Nine Week Check Third Nine Week Check</p>	<p>2.1. 2-3x Per Year District Baseline and Mid –Year Testing During Nine weeks Student work Chapter tests Quizzes utilizing Costas level questioning</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>PLCs teachers discuss Costas/ Hot strategies and how they can be implemented in upcoming lessons.</p> <p>Teachers implement the target higher order questioning strategies in their lessons.</p> <p>Teachers implement the common assessments.</p> <p>Teachers bring assessment data back to the PLCs.</p> <p>Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.</p> <p>PLCs record their work in the PLC logs.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<p>Enter narrative for the goal in this box.</p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher will increase from 8% to 11%.</p>							
	8%	11%					

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

		<p>2.2. Lack of common planning time to discuss best practices before the unit of instruction.- Lack of common planning time to identify and analyze core curriculum assessments.- Lack of planning time to analyze data to identify best practices.- Need additional training to implement effective PLCs.</p>	<p>2.2. Strategy Tier 1- The purpose of this strategy is to strengthen the core curriculum. Students' science comprehension will improve through teachers using the Continuous Improvement Model with core curriculum and providing Differentiated Instruction as a result of the problem-solving model. Action Steps As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons. As a Professional Development activity in their PLCs teachers spend time sharing, researching, teaching, and modeling researched based best practice strategies. PLC teachers instruct students using the core curriculum, incorporating Di strategies from their PLC discussions. At the end of the unit, teachers give a common assessment identified from the core curriculum material. Based on this data, Teachers will discuss strategies that were effective. Teachers will bring this assessment data back to the</p>	<p>2.2. Who Principal, APC, Science SAL, Science Teachers, ELL Specialist How PLC logs turned into administration, Administration provides feedback. Evidence of strategies in teachers' lesson plans seen during administration walk-throughs. Classroom walk-throughs observing inquiry based instruction First nine week check Second nine week check Third nine week check</p>	<p>2.2. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. First Nine Week Check Second Nine Week Check Third Nine Week Check</p>	<p>2.2 2-3x Per Year District Baseline and Mid Year Testing During Nine Weeks Unit Assessments</p>	
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			<p>PLCs</p> <p>Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to mini-lessons or reteach for the whole class, 3) decide what skills need to be re-taught to targeted students (remediation and enrichment)</p> <p>PLCs record their work in their logs.</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

**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 County Trainers	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
Curriculum Training	6-8		All	Pre-Planning and throughout the year	PLC meetings	SAL

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Processes to Increase Student Achievement						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Lack of consistency for students in instructional methods and FCAT Writing specific vocabulary.</p>	<p>1.1. Strategy Language Arts department will implement a common vocabulary.</p>	<p>1.1. Who LA SAL PLCs How Teachers implement the ideas based on specific student needs. PLCs review nine week data, set a new goal for the following nine weeks. PLCs record their work in the PLCs agendas</p>	<p>1.1. School wide assessments will be monitored for improvement and to target individual students that need extra assistance</p>	<p>1.1. 3x School wide writing assessment to be entered into EASI</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>at the onset of the year.</p> <p>As a Professional Development activity, teachers participate in assessment and rubric refreshers and practice scoring within PLC's.</p> <p>Teachers implement the ideas based on specific student needs.</p> <p>PLCs rev</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		iew nine wee kly data, set a new goal for the follo wing nine weeks					

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

Writing/LA Goal #1:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
Enter narrative for the goal in this box.							
In grades 6-8, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2012 FCAT							

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

Writing will increase from 89% to 89%.							
	86	89					
	%	%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Same as 1.1					
		1.3.	1.3.	1.3.	1.3.	1.3.	
		Same as 1.1					

Writing/Language Arts Professional Development

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

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

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

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

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
	6-8					
Rolling In Service		Crane-Taylor	School-Wide	Early Release	Teacher made grade level	SAL
County In services	6-8	Walker County Trainers	6-8	Pre-Planning & throughout the year	PLCs	SAL

End of Writing Goals

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

Attendance Goal(s)

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

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

<p>1. Attendance</p>	<p>1.1. Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintaining the student database.</p>	<p>1.1. Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form(SB 90710).The attendance committee meets every two weeks.</p>	<p>1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.</p>	<p>1.1. Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1. Instructional Planning Tool Attendance ?Tardy data Ed Connect</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal #1:	<u>2012 Current</u> Attendance Rate:*	<u>2013 Expected</u> Attendance Rate:*					
<p>1. The attendance rate will increase from 94.69% in 2011-2012 to 96% in 2012-2013.</p>							
<p>2. The attendance rate will increase from 94.69% in 2011-2012 to 96% in 2012-2013.</p>							
<p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p>							
<p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>							

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

	94.69%	96%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	110	101					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	20	15					
		1.2. _Need an Edline Attendance Waiver to increase the number of teachers posting on a weekly basis	1.2. Tier 1 All teachers will post their attendance to Edline at a minimum of once per week allowing parents to monitor attendance.	1.2. Assistant Principal/ Team leaders/ Department Heads will monitor Edline.	1.2. Principal will use Edline reports to evaluate teachers adherence to policy	1.2. Edline Reports	

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

		<p>1.3. There is no system to reinforce parents for Facilitating improvement in attendance.</p>	<p>1.3. Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.</p>	<p>1.3. Social Worker Guidance Counselor PSLT</p>	<p>1.3. The attendance committee (which is a subset of the leadership team) will disaggregate data for the "Tier2" group along with the guidance counselor and maintain communication about these children.</p>	<p>1.3. Instructional Planning Tool Attendance/ Tardy data</p>	
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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
Edline	6-8	AP	School-wide	September and then an as needed basis	Random check of Edline postings	AP

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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. Suspension</p>	<p>I.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>I.1. <u>Tier 1</u> -Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators).</p>	<p>I.1. <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>I.1. - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions</p>	<p>I.1. UNTIE,EASI ODR and suspension data cross –reference with mainframe discipline data.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty.</p> <p>-Where needed, administration conducts individual teacher walk-through data chats.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal #1:	<u>2012 Total Number of</u>	<u>2013 Expected Number of</u>					
1. The total number of In-School Suspensions will decrease by 10%.	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	342	318					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	177	160					

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

	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	288	260					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of-School</u>	<u>Out-of-School</u>					
	170	153					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

PD Content /Topic 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
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Positive Behavior Support 6-8 (PBS)

District

School -wide

Every two months on early release days

Administration, district RtI facilitator and guidance walk-throughs

Administration, district RtI facilitator and guidance

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>1.1.</p> <p>N/A</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Enter narrative for the goal in this box.</p> <p>No Data</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Dropout Prevention Professional Development

Professional Development (PD) aligned with

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

**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
No Data Submitted						

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u>	1.1. N/A	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

Parent Involvement Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

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
No Data Submitted						

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)).

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

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

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	1.1.	1.1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8.	1. APC 2. Guidance	1.1. Checking students schedules	1.1.		

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

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 47.1% on the Pretest to 53% on the Posttest.</p>							
	47%	53%					
		1.2.	1.2. Health and physical activity initiatives developed and implemented by the Principal’s designee.	1.2. Principal’s designee	1.2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
		1.3.	1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher	1.3. Physical Education Teacher	1.3. Classroom walk-throughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	

Health and Fitness Goals Professional Development

Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

(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 PLC's	Person or Position Responsible for Monitoring Principal's designee
Pacer Test	6-8	Denis	6-8 graders	Pre-planning and throughout the year		

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)	Problem-Solving Process to Increase Student Achievement						

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

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		

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

<p>1. Continuous Improvement Goal</p>	<p>1.1</p> <p>-There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model.</p> <p>-Still confusion on how the Plan-Do-Check-Act model works.</p> <p>-Still some resistance to staff members attending PLCs and/or arriving on time to meetings.</p> <p>-Teachers asking for more PLC collaboration time.</p> <p>Possibility of</p>	<p>1.1.</p> <p>The leadership team will become trained on the use of the PLC” Unit of Instruction” log that follows the Plan-Do-Check-Act model. Subject Area Leader and /or PLC facilitators will guide their PLC’s through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.</p>	<p>1.1.</p> <p>Who</p> <p>Principal</p> <p>Leadership Team</p> <p>Subject Area Leaders</p> <p>PLC facilitators</p>	<p>1.1.</p> <p>“Quick” PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.1.</p> <p>PLC Survey materials from Teams to Teach</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	waiver will be explored.						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their students’ learning, share best practices, problem solve and develop lessons/ assessments that improve student performance (under Teaching and Learning)” will increase from 60% in 2012 to 75% in 2013.</p>							
	60%	75%					
		<p>1.2. Not enough time to meet in PLCs.</p>	<p>1.2. Leadership team will use teacher survey information every nine weeks to determine next steps for PLC professional development.</p>	<p>1.2. Who Leadership Team How Leadership team aggregates the data</p>	<p>1.2. “Quick” PLCs informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.</p>	<p>1.2. PLC Survey materials from Teams to Teach</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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

Continuous Improvement Goals Professional Development

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

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

PD Content /Topic 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
New Curriculum Training	Social Studies	County	All	Pre-Planning	PLC Meetings	SAL
New Curriculum Training	All	County	All	Pre-Planning	PLC Meetings	SAL

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> Enter narrative for the goal in this box. N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		

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

<u>Reading Goal B:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
Enter narrative for the goal in this box.	Level of Performance:*	Level of Performance:*					
No data							
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

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

	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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

<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1. Improving the proficiency of ELL students in our student is of high priority. The majority of the teachers are unfamiliar with this strategy, To address this barrier, the school will schedule professional delivered by the school's ERT, teachers implementation of CALLA is not consistent across math course.</p> <p>ELL's at varying levels of English language acquisition and acculturation is not consistent across core course.</p> <p>Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA</p> <p>Fidelity check walk-through.</p>	<p>1.1. ELL's9Lys/LFs) comprehension of course content/ standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math.</p> <p>Action Steps</p> <p>ESOL Resource Teacher (ERT) provides professional development to all math area teachers on how to embel CALLA into core content lessons.</p> <p>ERT models lessons using CALLA</p> <p>ERT observes content area teacher using CALLA and provides feedback, coaching and support</p> <p>District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA</p> <p>Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. Based on data math teachers differentiate instruction to remediate /</p>	<p>1.1. Who</p> <p>School based administrators</p> <p>District Resource Teachers</p> <p>ESOL Resource Teachers</p>	<p>1.1. Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL</p> <p>SMART goal data across all classes.</p> <p>PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>For each class PLCs chart their overall progress towards the ELL SMART Goal</p> <p>Leadership Team Level</p> <p>PLC facilitator/Subject Area Leader Department Heads shares SMART Goal data with the Problem Solving Leadership Team</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. 2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p>During Grading Period Common assessments (pre,post,mid,section,end of unit) Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL</p> <p>SMART goal data across all classes.</p> <p>PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>ERTs meet with Math PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>For each class PLCs chart their overall progress towards the ELL SMART Goal</p> <p>Leadership Team Level</p> <p>PLC facilitator/Subject Area Leader Department Heads shares SMART Goal data with the Problem Solving Leadership Team</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		enhance instruction.		ERTs meet with RtI team to review performance data and progress of ELLs(inclusive of LFs)	Data is used to drive teacher support and student supplemental instruction. ERTs meet with RtI team to review performance data and progress of ELLs(inclusive of LFs)	
<u>CELLA Goal #C:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 64% to 71%.						
	64%					
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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

<p>D. Students scoring proficient in Reading.</p>	<p>2.1.</p> <p>Improving the proficiency of ELL students in our student is of high priority. The majority of the teachers are unfamiliar with this strategy, To address this barrier, the school will schedule professional delivered by the school's ERT, teachers implementation of CALLA is not consistent across math course.</p> <p>ELL's at varying levels of English language acquisition and acculturation is not consistent across core course.</p> <p>Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA</p> <p>Fidelity check walk-through.</p>	<p>2.1.</p> <p>ELL's (Lys/LFs) comprehension of course content/ standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy in math.</p> <p>Action Steps</p> <p>ESOL Resource Teacher (ERT) provides professional development to all area teachers on how to embed CALLA into core content lessons.</p> <p>ERT models lessons using CALLA</p> <p>ERT observes content area teacher using CALLA and provides feedback, coaching and support</p> <p>District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA</p> <p>Math teachers set SMART goals for ELL students for upcoming core curriculum assessments.</p> <p>Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group. Based on data math teachers differentiate instruction to remediate /</p>	<p>2.1.</p> <p>Who</p> <p>School based administrators</p> <p>District Resource Teachers</p> <p>ESOL Resource Teachers</p>	<p>2.1.</p> <p>Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL</p> <p>SMART goal data across all classes.</p> <p>PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>For each class PLCs chart their overall progress towards the ELL SMART Goal</p> <p>Leadership Team Level</p> <p>PLC facilitator/Subject Area Leader Department Heads shares SMART Goal data with the Problem Solving Leadership Team</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p>During Grading Period Common assessments (pre,post,mid,section,end of unit) Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL</p> <p>SMART goal data across all classes.</p> <p>PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>ERTs meet with PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>For each class PLCs chart their overall progress towards the ELL SMART Goal</p> <p>Leadership Team Level</p> <p>PLC facilitator/Subject Area Leader Department Heads shares SMART Goal data with the Problem Solving Leadership Team</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		enhance instruction.		ERTs meet with RtI team to review performance data and progress of ELLs(inclusive of LFs)	Data is used to drive teacher support and student supplemental instruction. ERTs meet with RtI team to review performance data and progress of ELLs(inclusive of LFs)	
<u>CELLA Goal #D:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 12% to 20%.						
	12%					
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		

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

<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p> <p>Improving the proficiency of ELL students in our student is of high priority. The majority of the math teachers are unfamiliar with this strategy, To address this barrier, the school will schedule professional delivered by the school's ERT, Math teachers implementation of CALLA is not consistent across math course.</p> <p>ELL's at varying levels of English language acquisition and acculturation is not consistent across core course.</p> <p>Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA</p> <p>Fidelity check walk-through.</p>	<p>2.1.</p> <p>Improving the proficiency of ELL students in our student is of high priority. The majority of the teachers are unfamiliar with this strategy, To address this barrier, the school will schedule professional delivered by the school's ERT, teachers implementation of CALLA is not consistent across math course.</p> <p>ELL's at varying levels of English language acquisition and acculturation is not consistent across core course.</p> <p>Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA</p> <p>Fidelity check walk-through.</p>	<p>2.1.</p> <p>Who</p> <p>School based administrators</p> <p>District Resource Teachers</p> <p>ESOL Resource Teachers</p>	<p>2.1.</p> <p>Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL</p> <p>SMART goal data across all classes.</p> <p>PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>ERTs meet with</p> <p>PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p>For each class PLCs chart their overall progress towards the ELL SMART Goal</p> <p>Leadership Team Level</p> <p>PLC facilitator/Subject Area Leader Department Heads shares SMART Goal data with the Problem Solving Leadership Team</p> <p>Data is used to drive teacher support and</p>	<p>1.1.</p> <p>2x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>Semester Exams</p> <p>During Grading Period Common assessments (pre,post,mid,section,end of unit) Teacher Level</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

				student supplemental instruction. ERTs meet with RtI team to review performance data and progress of ELLs(inclusive of LFs)		
<u>CELLA Goal #E:</u> Enter narrative for the goal in this box. The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 31% to 33%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	31%					

NEW Math Florida Alternate Assessment Goals

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

following group:							
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1. N/A	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
No data							

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

		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

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

<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Enter narrative for the goal in this box.							
No Data							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

Geometry EOC Goals	Problem-Solving Process to Increase						

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

<p><u>Geometry Goal H:</u></p> <p>Enter narrative for the goal in this box.</p> <p>No data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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

<p>I. Students scoring in the upper third on Geometry.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal I:</u></p> <p>Enter narrative for the goal in this box.</p> <p>No Data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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

		2.3	2.3	2.3	2.3	2.3	
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End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science 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 Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. N/A</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>		
<p><u>Science Goal J:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>No data</p>	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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

		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

Biology 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 Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1.1.</p> <p>N/A</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Biology Goal K:</p> <p>Enter narrative for the goal in this box.</p> <p>No data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
L. Students scoring in upper third in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

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

Biology Goal L:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
No data							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	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		

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

<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.1.</p> <p>N/A</p>	<p>M.1.</p>	<p>M.1.</p>	<p>M.1.</p>	<p>M.1.</p>		
<p><u>Writing Goal M:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p>No data</p>							
		<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	
		<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	

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

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	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p><u>Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</u></p>	<p>1.1.</p> <p>Need common planning time for math, science, ELA and other STEM teachers.</p>	<p>1.1.</p> <p>-Explicit directions for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1.</p> <p>PLC or grade level lead-Subject Area Leaders.</p>	<p>1.1.</p> <p>Administrative /SAL walk throughs.</p>	<p>1.1.</p> <p>Logging number of project based learning in math, science and CTE?STEM elective per nine week. Share data with teachers.</p>

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

	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) 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
Project-v Based learning	6-8	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-through	Administration

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

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

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

End of CTE Goal(s)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
X Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

If No, describe the measures being taken to comply with SAC requirements.			
Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
	Projected use of SAC Funds		

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

Health & Fitness Goal	Physical Fitness & Dance Using Ebox to Promote a Health Lifestyle	\$500.00	\$499.52
Continuous Improvement	FCAT Snack Order	\$1230.00	\$793.33
Reading Goal	Reinforcement	\$500.00	\$499.53
Reading Goal	Buses to transport to Math Yankees Game	\$180.00	\$246.75
Math Goal	Buses to transport to Reading Reward	\$90.00	\$151.60
Math Goal	T-shirts for Math Completion	\$420.00	\$414.75
Science Goal	Sub Days for Science Teachers	\$190.00	\$153.30
AVID Goal	Celebration of Scholarships	\$300.00	\$353.00
Final Amount Spent			