Florida Department of Education

Differentiated Accountability



Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I

School Information

School Name:	District Name:
Carver Exceptional Center	Hillsborough county
Carver Exceptional Center	Timsborough county
Principal:	Superintendent:
Timespai.	Super mendent.
Dala W. Malaan	Mary Ellas Elia
Dale W. Nelson	MaryEllen Elia

SAC Chair:	Date of School Board Approval:
Lavetta Pope	

Student Achievement Data

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

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.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 3A-3D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT
			Years at	Years as an	(Proficiency, Learning Gains, Lowest 25%), and AYP information
		Certification(s)	Current School	Administrator	along with the associated school year)
Principal	Dale W. Nelson	Ed.D. Early/Middle	5	19	Riverview Elementary- B, A, A, A, C, A, A (2000-2008)- AP
		Childhood; MS- Aural			
		Rehab; School Princip			Carver Center- Correct II Status (2009-2012 Years)- AP/P
					Lowest 25% at Carver= 22% Raise in DSS
Assistant					
Principal					

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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

Subject	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP
Area		Certification(s)	Current School		information along with the associated school year)
				Instructional Coach	
Reading	Amy Himes	Elem Ed. K-6, Reading	First	Five	Assisted at Ben Hill MS

Highly Qualified Teachers

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

De	scription of Strategy	Person Responsible	Projected Completion Date	Not Applicable
				(If not, please explain why)
1.	Seek Content Area- Certification Add-ons/ATE's for Current Teachers Out-of-Field/Non Highly Qualified	Dale W. Nelson	9/31/2012, on-going	
2.	Hire Highly Qualified Personnel for Open Positions	Dale W. Nelson	8/12/2012, on-going	
3.	Teacher Interview Days- Hillsborough and Polk Counties	Dale W. Nelson	July, 2012	

4. School Orientation	Dale W. Nelson	August, 2012	
5. Monthly meetings	Dale W. Nelson	On-going	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None!			

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Во	End
of	ar	with	with	with	wi	alif	dor	ard	orse
In	Te	1-5	6-	15+	th	ied	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	u
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Tea
tio		Exp	rs of	Exp	ced	her	ers	Te	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	
ff			nce		es			S	

1	0	35	29	35 %	63	1	2	0	84
7	%	%	%	%		0	6		
						0	%		
						%			

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
Linda Greenwald, Dr. Nelson	Joseph Rowe	Finishing ACP	IEP/ Lesson Plan Mentoring ; Observe HQ T's, TIP completio n
Linda Greenwald, Mr. Boyd	Scott McGilvrey	Beginning- TIP	
Carmen Dedecker, Mr. Williams	Julia Dedrickson	Beginning TIP	

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title 1, Part A
Pay for Assistant Teacher responsible for individual reading tutorials and 1-on-1, Effective Lesson Planning with the EET and Smartboard Trainings
Pre-pre-planning (8/12/11), Curriculum Matters Workshop Trainings- 9/17/11, 9/21/11 and 9/24/11; Ed-Line Training- 10/16/11
Title I, Part C- Migrant
NA NA
Title I, Part D
NA
TOTAL TX
Title II
The district receives funds for staff development to increase student achievement through teacher training.
TSAL TH
Title III
Services provided by the district for education materials and ELL support services to improve the education of ELL students- we have 5 LYC students who don't receive these funds since they are funded through ESE. These students are being exited from the program this year.

2010-2011 School Improvement Plan (SIP)-Form SIP-1
Title X- Homeless
Monitoring, counseling, intervention and supportive services by school social workers.
Supplemental Academic Instruction (SAI)
Tuesdays and Thursdays ELP and Saturday Academies starting in October
Violence Prevention Programs
Through Guidance-based anti-violence, anti-bullying and abuse awareness programs in conjunction with Success for Kids programs Nutrition Programs
NA Housing Programs
NA
Head Start
NA
Adult Education
Beginning of pre-GED courses in upstairs computer lab during Spring ELP dates

2010-2011 School Improvement Plan (SIP)-Form SIP-1
Career and Technical Education
School-based certificated career/job related skills programs in each CTE course. Beginning of internship programs in food service and janitorial services. Each course will be product and skills- oriented beginning this year and we will open an Building Maintenance program the first semester of this year.
Each course will be product and skins- oriented beginning this year and we will open an Bunding Maintenance program the first semester or this year.
Job Training
Through Career Exploration and CTE courses.
Other
NA NA

Response to Instruction/Intervention (RtI)

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Dale W. Nelson, Principal; James Boyd, AP; Elizabeth Martinez, Guidance; Linda Greenwald, ESE Specialist; Deborah Thompson, Social Worker; Almaree Williams, School Psychologist, Shanon Bowen, High School; Carmen DeDecker, Middle School, Coac Don Cherry, CTE; Lavetta Pope, PIP/Reading Tutoring

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts? The purpose of our LT is to ensure quality intstruction and intervention across all 6-12 grade levels and for all students. Meet on 2nd/4th Tuesdays of every month from 8:10-9:00am in media center. 2nd Tuesday dedicated to school-wide issues and 4th Tuesdays to individual student issues/needs. Team overseas Grade Level PLC's, CST, Attendance, LLT and M/M (Managing and Motivating Discipline) Committees and coordinates communication and concerns between committees and school-wide faculty Works to ensure quality instruction and intervention strategies for students' individual needs. Reviews school-wide behavioral (attendance, discipline) and academic (grades, mini formative tests) data to address these needs and operates as the main leadership team at our school, under which umbrellas all other committees operate and report to (Discipline, academic, reading, tutoring, CST/Guidance, scheduling, PLC's and mentoring). At the end of each nine weeks, assists in the evaluation of teacher fidelity data and student achievement data through PLC's and in planning, implementing and evaluating outcomes of classroom and supplemental interventions in conjunction with PLC's)

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

Describe the role of the school-based RtI 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? Team helped identify and generate areas of main concern for focus-student attendance, reading achievement and teacher accountability. The chair of the SAC, Lavetta Pope, is a member of the Leadership Team.

The Leadership Team and grade level PLC's were involved in the SIP development at the end of last year and during pre-planning his year for the first time

And therefore, the SIP is the working and governing document that guides the Leadership Team's functions, of which the Expected Improvements/
Problem-Solving Process Sections and related professional development plans for Reading Math, Writing, Science, Attendance and Suspension/Behavior are
the predominant parts. The Leadership Team will utilize the given rubric to monitor student data related to instructional and behavioral interventions to
make progress statements on the SIP at the end of the 1st, 2nd and 3rd nine weeks:

Indicator Fidelity Check Data Check

Not Evident Strategy Implementation has not begun Showing no positive effect on achievement

Emerging 25-75% of Teachers are implementing strategy with fidelity Showing minimal or poor effect on achievement (This is where we are,

overall at this juncture)

Operational > 75 % of teachers are implementing strategy with fidelity Showing a positive effect on achievement

Highly functional All teachers are implementing strategy with fidelity Showing significant positive effect on achievement

The LT will communicate with and support the PLC's in implementing the proposed strategies by assigning LT members as the PLC's chairs to facilitate planning and implementation. PLC's will report bi-weekly on their efforts, including IEP goals and strategies, skill achievement/enhancement to the LT through the administration. The LT and PLC's will incorporate the problem solving process: Identification, Analysis, Intervention Design and Implementation/Evaluation to: review and analyze screening and collateral data, develop and test hypotheses about why student/school problems are occurring as changeable barriers, design and target interventions based on confirmed hypotheses, track students' progress by establishing methods with appropriate PM assessments at specified intervals matched to the interventions, develop PM goals to determine additional/decreased to meet class, grade, or school goals, review goals to make sure they are meaningful to our setting (SMART), and to assess the fidelity of both instruction and intervention strategies and other RtI processes

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Daily average attendance school-wide and class by class; suspension/incident referrals and types; IEP/FBA completion and accuracy checklists, student achievement as monitored by FAIR, DRA-2's/WRAT-4, Formative Content-Area Tests and FACT DSS's. Baseline, mini and formative assessments with Reading tutor and all teachers as coordinated by LT, AP and guidance counselor. Lesson Plan collaboration and planning at MS, HS and CTE PLC's bi-monthly and evaluation of effectiveness based on weekly behavioral and academic goals being met by students. Utilize this data for developing and implementing alternative instructional strategies to teach needed skills and to determine which students need Differentiated instruction within the classroom and which students might need supplemental services- ie reading tutorial pull-out during the day, ELP, Saturday Academy and/or SES.

Supplemental Intensive Instruction/Interventional Strategies: In-House tutoring (during the day), ELP, Saturday Academy and SES-Tutor rosters/attendance logs to be maintained by reading tutor and ELP/SA teachers and Administrator (AP)

Students receiving pull-out tutoring during the day with the reading tutor or ELP/SA after school will receive instruction on the specific skills they have not mastered in the core curriculum. HS students will be eligible for credit recovery or credit enhancement as skills are mastered as assessed during tutorials. Classroom teachers specifically from our site will serve as tutors for these auspices. SES will serve students individually on our site solely for 1-1 and 2-1 tutoring with teachers from our school as collateral tutoring within our ELP and SA frameworks to help ensure specific skill mastery.

Describe the plan to train staff on RtI.

Staff initially received overview trainings over the course of four faculty meetings conducted by the AP/Interim Principal during the second semester of the 2009-2010/2011-2012 school year. We had LT members attend county-wide trainings as provided as team and share with faculty during pre-planning for this, the 2012-2013 school year and they will work to ensure that their leadership within the LT continues to gain consensus through their collaboration with the PLC's and the faculty at large and individually.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Since we are a small school, our LLT and SAC Teams are virtually the same- with the addition of: Anthony Cook, Rasheedah Sharif, Shannon Bowen and Kenneth Bletsch HS and MS reading teachers respectively, and Debra Thomas and Carolyn dyal, media paraprofessionals. The Principal, AP, Guidance Counsellor, School Psychologis and Social Worker in addition to the above members all comprise this team.

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

Meets on 2nd/4th Wednesdays of every Month to discuss students in need of small group and individual tutoring and academic intervention. The Principal serves as the chair of this team and works with the APC to ensure data collection and analysis are accurate and forthcoming for interpretation during these meetings for school-wide and individual teachers' reading-focused instructional strengths and weaknesses are identified and discussed on a bi-weekly basis. Plans for instructional strategy enhancement and implementation are identified through daily walk-through observations by the APC and Principal and observed trends shared with the teachers on a weekly basis as coordinated by the principal.

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

To monitor student reading achievement from reading class/intensive reading class perspectives, to ensure book check outs by every student, teach FCAT Reading Skills/Test-Taking Skills and to track effective and ineffective instructional practices by the teachers to improve overall instruction across the school (and in every classroom) through the incorporation of daily walk through observations and the EET observation cycles by the end of the first nine weeks and end of the first semester, respectively.

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification Attach a copy of the SES Notification to Parents

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

*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.

Reading objectives are to be stated in daily lesson plans for all courses/classes. New teachers (2) to be trained in utilizing paraprofessionals for 1-on-1 reading tutorials and in teaching fluency and comprehension strategies to students (paid for with Title 1 funds) on 8/12/11. Each teacher will be trained in corrective reading strategies, reading mastery strategies and 1-1 reading tutorial strategies (comprehension, fluency, word attack and phonemic awareness/phonics, rimes, and Dolch 500 words awareness). Content-based literacy strategies will be adhered across all grade levels and core classes

*High Schools Only

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

We have implemented a career explorations course for all students in high school and have had all teachers trained in transition skills and implementation. HS PLC will articulate with CTE PLC on a monthly basis for progress, individual student strengths and needs and accomplishments culminating in core-specific certifications in each of our CTE career exploratory courses. Guidance

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Improvement Plan (SIP)-Form SIP-1
Counsellor does credit checks in concert with the ESE Specialist and APC to ensure fidelity and to provide redundancy of such
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?
Through development and adherence to IEP's, the continuation of our guidance program, the continuation of differentiated instruction began last school year and by scheduling trainings with our VR and transitions personnel twice this year our school will better provide career counseling, credit monitoring, and inaugural internship program opportunities for our HS students (9-12).
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 <u>High School Feedback Report</u> .
Describe strategies for improving student readiless for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u> .
Through continued monitoring and of graduation requirements by our guidance counselor and ESE specialist and through meetings and discussions with our VR counselors,
Louise Reda and Chantel Jimenez. We will continue to build on our relationship with D.W. Waters Career Center, Irwin Vo Technical Center and Hillsborough Community

College (program of students with disabilities) to try and establish internship programs and reciprocity of Career and Technical training between our sites. We have implemented culinary and janitorial internship programs with our students and are endeavoring to be a training program for our district in these two areas. All of our CTE programs have been changed to adapt to a career focus for our students ending in school-based certification in each course for better preparation for success in the job force or

in a certificated program at these sites. Our CTE classes will all offer certificated (school-based) programs of studies on a six-week basis each.

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART II: EXPECTED IMPROVEMENTS

Academic Goals

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2012 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2012 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2010 FCAT data and 2012 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

READING GOALS	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool		
and define areas in need of			fidelity be monitored?	data be used to determine the		
improvement for the following				effectiveness of strategy?		
group:			Nine Week Check			
			L	Nine Week Check		
Reading fluency, word			What is the level of			
attack skills, vocabulary and			strategy implementation? What do you plan to do	What is the level of strategy effectiveness? What do you plan		
comprehension strategies		1	IN/hot do you plop to do			

2010-2011 School Improvement Plan (SIP)-Form SIP-1							
1. Students achieving	1.1.Student	1.1.	1.1.	1.1.	1.1.		
proficiency (FCAT Level	behavior and						
3) in reading	attendance	Students' reading	Who: Principal, AP,	PLC unit assessments in	2-3x Per Year		
c) in reading			Reading Coach,	each course We will chart	2 3x 1 cr 1 cur		
		will improve			WRAT-4/DRA's and		
- · · · · · · · · · · · · · · · · · · ·				80% mastery on units of	FAIR		
Reading Goal #1:	of C-CIM here		teachers	instruction and monitor for			
	at Carver.	Differentiated		specific skills focus and for			
			Monitored by AP and	ELP/SES Pull out for the 2 nd			
	No previous		Principal	9 weeks			
	grade –level	the C-CIM with					
		core curriculum					
		as a result of the					
			How: PLC logs turned				
	student Data	model.	into Principal bi-weekly	,			
	interpretation.		and receives feedback	First Nine Week Check	During Nine Weeks		
	1	The teachers will					
	Held training	be provided	Classroom walk-	FAIR/Running Records	Running Records-		
		training in the			weekly in reading		
			and use of pop-in forms		classes		
	PLC's. Only	implementation	with the C-CIM/DI	development planning and			
	a few teachers	of PLC's and DI	strategies being added	identification for ELP,			
	are providing	through		SES and 1-1 tutorial needs.			
	true DI	workshops the	records	Weekly lesson plans turned			
	(differentiated	administration		in for checking reading			
			WRAT and FAIR data	strategies being incorporated			
		Saturdays during		in plans.			
		pre-pre-planning					
		and paid for		Second Nine Week Check			
			First Nine Week Check:				
		ESE funds to		Bottom 35%ile invited to			
			Running Records	ELP/SES and Saturday			
	instruction.	Teachers will be	L	Academy for additional			
			To further identify	skill strengthening, plan			
			and plan for student	special in-school tutoring			
				sessions for FCAT make-			
			implementation and	up with Assist Teacher, ESE			
				Specialist and Guidance			
			and strategy/data sheets	Counsellor			
			for fidelity				
		of the students					
		will score 80% or		Third Nine West Charl			
		above on each	Casand Nina Wast	Third Nine Week Check Continue with above			
			Second Nine Week				
		instruction to	Check FAIR DATA	tutoring/ monitoring			
		show mastery/	and Running Records				

2010-2011 School Impr	vement Plan (SIP)-Form SIP-1
•	proficiency-
	C((CTE courses)) To continue to identify
	in each area). and plan for student
	Teachers will needs and intervention
	spend time
	instructing
	students using
	the core Third Nine Week
	curriculum with Check Running
	IEP Records, Word/Data
	accommodations Walls
	through sharing,
	researching,
	teaching guiding
	and modeling
	best practice
	strategies
	instructional-
	wise. Teachers
	will utilize end-
	of unit
	assessments and
	share this data at
	bi-weekly PLC
	meetins so that
	they can discuss
	and revise their
	instructional
	strategies for re-
	teaching and
	possible tutorial
	intervention
	purposes.
	Teachers will
	provide DI to
	those students
	who have not
	mastered the
	concepts/
	materials of each
	unit through this
	process based on
	the data derived
	from these
	assessments and
	discussed in the
	processor 1 7

2010-2011 School Improvement Plan (SIP)-Form SIP-1								
PLO	C meetings							
thro	ough remedial							
	d enrichment							
inst	tructional							
acti	ivities.							
	r those							
	dent still not							
den	monstrating stery, in-							
sch	nool tutorial,							
FI	P/Saturday							
	ademy and/							
or S	SES tutorial							
serv	vices will be							
reco	ommended							
and	d provided.							
Our	r new reading							
coa	ach will							
pro	ovide monthly							
VOC	cab trainings							
and	d strategy inings, along							
wit	th conducting							
with a fa	aculty book							
stud	dy on "When							
Kid	ds Can't Read"							
for	the first							
	elve weeks							
ofp	pre-planning							
and	d school							
	l provide							
stra	ategy fidelity							
che	ecks through							
	ssroom walk-							
thro	oughs each							
wee	eK.							

2010-2011 School Imp	i ovement i	1411 (S11)-1 01	III 511 -1		
	2012 Current	2013 Expected			
and comprehension rates in all middle school and 9th grade	Performance:*	Level of Performance:*			
students					
students					
		25% of 6 th			
	Year:10% of				
	6 th graders,	graders and			
1	17% of 7 ^{7h}				
		25% of 9 th			
		graders score			
		at/above level			
1	_	3 in FCAT			
	scored a	reading			
1	level 2/above				
	in FCAT				
	reading.				
	Only one				
	student (a				
	9 th grader)				
	scored at				
	a L-3 in				
	Reading				

2010-2011 School Improvement Plan (S	IP)-Form SIP-I				
1.2.	1.2.	1.2.	1.2.	1.2.	\Box
First year		Who		2-3x Per Year	
impleme	entation will have a focus on				
	A here at reading comprehension	All MS and HS teachers and			
Carver.	and fluency in their	paraprofessionals		F 1	
Carver.	respective classes/	paraprofessionais		Mini and nine weeks	
No prev				assessments	
grade –l					
PLC's a	nd	How: through daily lesson			
collabor	ation	planning and implementation			
of plann					
student 1					
		F			
interpret	ation. Action Steps		L		
			First Nine Week		
Need tra			Check	During Nine Weeks	
to effect	ively	First Nine Week Check:			
impleme		completion and attainment	Formative	Nine weeks assessments in	
PLC's. (assessments and	each course	
				caen course	
few teac		with 1.1 above	mini assessments to		
	g true DI of their respective		determine areas of		
(differer			needed re-teaching/		
instructi	on) paraprofessionals in		intervention		
so need					
training					
to imple		Second Nine Week Check			
effective		completion and attainment			
different		of course goals and in			
instructi	on.	alignment with 1.1 above	Second Nine Week		
			Check		
	Data walls will be				
	posted in the conference	a	Formative and mini		
	room and updated for	1	course assessments		
	room and updated for				
	each FAIR, mini, and	L	to determine areas of		
	Formative assessment	Third Nine Week Check	needed re-teaching/		
		completion and alignment of	intervention		
		course goals and alignment			
		with 1.1 above			
			Third Nine Week		
			Check		
			Formative and mini		
			course assessments		
			course assessments	i i	

2010-2011 School Improvement Plan (SIP)-Form SIP-1

to determine further areas of needed re-teaching and intervention

2010-2011 School Impi	ovement i ian (Si)	r)-ruriii S1r-1				
	1.3.	1.3.	1.3.	1.3.	1.3.	
	checked or		Who All teachers		2-3x Per Year	
	by individ	ual book circulation at our		Check		
	students at					
	Carver. No			Monitor media	_	
	has been to			circulation data on a	Discuss circulation rates with	
	in circulati			class-by-class and an	teachers at faculty meeting.	
	procedures	s and	How Through training two	individual teacher and		
	a schedule	has	paraprofessionals in media	student basis		
	never beer	made Action Steps	book/materials check out and			
	for school-		through opening the media		During Nine Weeks	
					During Nine Weeks	
	visitation t		center to book check out on a		D (C) 1 (1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1
	pristine sc		daily basis		Post Circulation data weekly	1
	media cen	\mathcal{E}			and monthly for each class and	1
		Blunt's Office of Media	a	Second Nine Week	students	
		in check-out/check-in	Γ	Check		1
	1	procedures of media				
				Analyze circulation		1
	1	materials. Develop and				
		implement a school-	First Nine Week Check Open			
		wide schedule for	library three days a week	meetings and devise		1
		media center visitation	for at least two periods a	incentive program		
		and book check out.		for classes and		
		Have teachers help set	return. Paraprofessionals	individual studentsto		
		individual goals for		help motivate those		
		students to check out		students weak in		
		at least one book per		circulation criteria		
	1	week per student. Ask	the checkout schedule for	to check out more		
	1	for shared media person		books- possibly AR		
	1	with Dorothy Thomas		or Reading Rewards		
	1	since they have a full-		programs		
			1	programs		
	1	time media person.				
	1					
	1					
			Second Nine Week Check			
			Open library 4 days a week			
			for at least two periods a day	Third Nine Week		
	1		book check out and return	Check Compare		
			and continue logging number			
			of teachers and students	circulation data and		
	1		checking out books	analyze for trends	l	
				among periods,		
				teachers and students		
			L	and publish and		
	1		Third Nine Week Check	share with teachers	l	
	1		Open library each day of	so that each class	l	
			• • •	•		

<u>, </u>			periods a day and log number	for book check out.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	fidelity be monitored? Nine Week Check What is the level of strategy implementation?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool	

2010-2011 School Imp						
	2.1.	2.1	2.1.	2.1.	2.1.	
achieving above						
proficiency	Aggregate	Strategy	Who		2-3x Per Year	
1		Students'				
(FCAT Levels 4 and 5) in				PLC's examine student	L	
reading		and fluency rates		progress, work and quizzes		
reading			teachers	and share with LT	FAIR and Running	
	Teachers need	through daily			Records	
		focus on content				
Reading Goal #2: None at		areas reading				
this point			How pop-ins and			
			walk through forms			
			and admin. follow-			
			ups/discussions with			
		have our students	teachers		L	
		become			During Nine Weeks	
		successful	L	First Nine Week Check		
	implementation					
	of C-CIM here					
		identification,				
			First Nine Week Check	-		
		comprehension				
		skills are				
		essential.				
		Progress will be		Second Nine Week Check		
	of planning and		Casand Nina Wash			
		through C-CIM and shared at	Second Nine Week Check			
	interpretation.	PLC's. DI goals	Check			
		will be listed for				
		each student and				
		PLC's notes				
		shared with		Third Nine Week Check		
			Third Nine Week	Time ivine week check		
		receive admin.	Check_			
		Feedback on a	CHOCK			
		Bi-weekly basis.				
	instruction)	2. Wooking ousis.				
	so need more					
	training					
	on how to					
	implement					
	effective	Action				
		Steps. Daily				
		incorporation of				
		above reading				

2010-2011 School Improvement Plan (SIP)-Form SIP-1							
	skills taught in content area courses in addition to intense focus on Goal 1 and its sub goals						
2011 Curre Level of Performanc	Level of						
0%	5%						

2010-2011 School Improvement Plan (SIP)-Form SIP-1 2.2. 2.2. 2.2. 2.2. Strategy Who 2-3x Per Year Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1 2.3 2.3 2-3x Per Year Strategy Who Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week Check Third Nine Week Check Third Nine Week Check Based on the analysis of student Fidelity Check Strategy Data Check Student Evaluation Tool Anticipated Strategy achievement data, and reference Barrier to "Guiding Questions", identify

How will the evaluation tool

data be used to determine the

Nine Week Check

What is the level of strategy effectiveness? What do you plan

effectiveness of strategy?

to do with the data

Who and how will the

fidelity be monitored?

What is the level of strategy implementation?

What do you plan to do with the data?

Nine Week Check

June 2010
Rule 6A-1.099811
State Revised May 28, 2010
Hillsborough Revised July 22, 2010

and define areas in need of

improvement for the following

group:

2010-2011 School Imp	orovement P	Plan (SIP)-Foi	rm SIP-1				
3. Percentage of students	3.1. Attendance	3.1.	3.1.	3.1.	3.1.		
making Learning Gains in	and behavior						
reading		Strategy:	Who Administration,	Daily reading checks and	2-3x Per Year		
leading		Daily reading		1-1 tutoring with assistant	2-3X 1 Cl 1 Cal		
	1		paraprofessionals and	teacher and paraprofessionals			
		content areas		will determine those in need	-		
Reading Goal #3:		content areas	ELI/SES teachers	of 1-1 tutoring with assistant	WDAT A//DDA'g/		
			How: daily lesson	_	FAIRS		
	Second year of			SES tutoring. Logged in	PAIKS		
	implementation			PLC's notes for sharing with			
	of C-CIM here		implementation	LT and administration for			
	at Carver.	Action Steps:	First Nine Week	feedback and redirection al			
			Check determine				
	No previous	Ensure and monitor that	which students are still	focus instructionally.			
	grade -iever			First Nine Weels Cheels			
	i LC s and	teacher lesson plans contain	struggling with goal 1 above and recommend	First Nine Week Check	During Nine Weeks		
	collaboration	daily roodin		Studente will in	During Nine weeks		
	of planning and	ually reading	for 1-1/ELP/SES	Students will increase	Waalda Damina		
	student Data	skins and reading	tutoring		Weekly Running		
		opportunities			records to check		
		in <u>all</u> content	-		fluency		
	recu training	areas. Through	C 1N: N/ 1	Teachers/paras			
	to criccity cry		Second Nine Week				
	impicincin	of DI as part	Check implement ELP/	–			
		of C-CIM and	SES tutoring				
	a few teachers	as shared with		Second Nine Week Check			
	are providing	PLC's. PLC's					
	true DI	will identify and		Individual students will work			
		establish targeted		more 1-1 with ELP teachers/			
		goals for students	Check ELP/SES	paras with content passage			
		on an individual		reading during ELP/SES			
		basis and those					
	OH HOW TO	areas that need		Third Nine Week Check			
	implement	re-teaching, in-		Daily 1-1 tutoring with paras,			
	effective	house tutorial,		assistant teachers and ELP/			
	differentiated	or after school		SES teachers will continue			
	instruction.	intensive tutorial					
		focus.					
1						1	1

2010-2011 School Improvement Plan (SIP)-Form SIP-1								
To increase 6 th -9 th graders DSS in reading by 10%	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*						
	9 th = 207	Mean DSS: 9 th = 8 th =220						
		7 th = 215 6 th = 205						

2010-2011 School Imp	rovement P	Tan (SIP)-Foi	rm SIP-I				
		3.2.	3.2.	3.2.See 2.1	3.2.	3.2.See 2.1	
		G 21	a				
		See 2.1	Strategy	Who_	See 2.1	2-3x Per Year	
						_	
			Action Steps	How			
			G 21				
			See 2.1	F			
				E' (N' NY 1 CL 1	E. (M. M. 1	D ' M' W 1	
				First Nine Week Check	First Nine Week Check	During Nine Weeks	
				Second Nine Week Check			
					Second Nine Week		
					Check		
				Third Nine Week Check			
				Tillia Nille Week Check			
					Third Nine Week		
		3.3.See 4.1	See 4.1	See 4.1	<u>Check</u> See 4.1	See 4.1	
		0.3.366 4.1	OCC 4.1	DCC 4.1_	DCC 4.1	500 4.1 <u> </u>	

	0,011101101	1011 (811) 10.				
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference	Barrier					
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool		
and define areas in need of						
improvement for the following			fidelity be monitored?	data be used to determine the		
1				effectiveness of strategy?		
group:			Nine Week Check			
				Nine Week Check		
			What is the level of			
			strategy implementation?	What is the level of strategy		
			What do you plan to do	effectiveness? What do you plan		1
			with the data?	to do with the data		

2010-2011 School Imp						
4. Percentage of students	4.1.Behavior	1 Require each		4.1.	4.1.	
in Lowest 25% making	and Attendance	in the lowest				
learning gains in reading		25% to be	Who Assistant Teacher		2-3x Per Year	
fear ming gams in reading		tutored 1-on-	(AT)/Reading Tutor		2 3x 1 cr 1 car	
		1 in reading	with all students in our			
	Second year of	daily for 30	lowest 25%-ile		F	
Reading Goal #4:	implementation		lowest 25 / 0 lic		FAIR and DRA	
	of C-CIM here				testing	
	at Carver.				testing	
	at curver.					
	No previous	Action Steps:				
	grade –level	Hire and train	How AT will schedule			
	PLC's and	an assistant	and pull these students			
	collaboration	teacher to tutor	•			
	of planning and		for daily reading skill	First Nine Week Check		
		on a daily basis	tutoring		During Nine Weeks	
		utilizing reading		Weekly checks of skills		
	_	rewards, specific		achievement and running	Mini reading	
	Need training	skills and SRA		records	assessments	
		skills	First Nine Week Check			
	implement		80% mastery of skills			
	PLC's. Only		before moving to next			
			skill, otherwise skills			
		training in the	re-taught			
		formulation and		Second Nine Week Check		
		implementation				
		of PLC's and DI		Weekly checks/assessments		
		through work		of skills achievement at 80%		
		shops the	0 131 177 1			
				Mastery for areas of		
		schedules on		weakness and re-teaching		
				identification		
			to next skill, otherwise			
		24, and 10/16/11)	skins re-taugnt			
		and pays for through Title 1		Third Nine Week Check		
		funds to these		Timu Nine week Check		
				Weekly check/assessments		
		purposes. Teachers will be		of skills achievement at 80%		
			Third Nine Week	mastery for identification		
		SMART goals		of skills weaknesses and re-		
				teaching needs		
		how to analyze	to next skill, otherwise	icucining needs		
			skills re-taught			
		their respective	Dinib iv mugiit			
		PLC's (ie. 75%	L			

2010-2011 School Improvement Plan (SII			
of the stud	ents		
will score	80% or		
above on e	each		
unit of			
instruction	to		
show mast			
proficiency	v-		
C((CTE co	ourses))		
in each are	(a).		
Teachers v			
spend time			
instructing			
students us	sing		
the core	8		
curriculum	with		
IEP			
accommod	lations		
through sh	aring		
researchin	g.		
teaching g	uiding		
and model	ing		
best practi	ce		
strategies			
instruction	al-		
wise.Teacl	ners		
will utilize	end-		
of unit			
assessmen	ts and		
share this			
bi-weekly	PLC		
meetins so	that		
they can d			
and revise	their		
instruction	al		
strategies i			
teaching a	nd		
possible tu	torial		
intervention	on		
purposes.			
Teachers v	vill		
provide Di	to		
those stude	ents		
who have a			
mastered t			
concepts/			
materials o	of each		

2010-2011 School Improvement Plan (SIP)-Form SIP-1										
		unit through this								
		process based on								
		the data derived								
		from these								
		assessments and								
		discussed in the								
		PLC meetings								
		through remedial								
		and enrichment								
		instructional								
		activities.								
		For those								
		student still not								
		demonstrating								
		mastery, in-								
		school tutorial,								
		ELP/Saturday								
		Academy and/								
		or SES tutorial								
		services will be								
		recommended								
		and provided.								
	2011 Current	2012 Expected								
	Level of	Level of								
Since 90% of our students	Performance:*	Performance:*								
are 3-5 grade levels behind										
in reading, we are treating										
all of them as in critical need										
of the reading skills and										
interventions listed above, and										
the bottom 30% with critical 1-										
1 to increase by 20% the # of										
Students at/above level 2 and										
DSS scores of 1600										

2010-2011 School Improvement	Pian (SIP)-Fo	rm SIP-I				
80% of all	50% of all					
students at/	students will be					
below level	at/above level					
one in FCAT	two on FCAT					
reading and	reading and/					
below DSS	or above DSS					
scores 0f 140	scores of 1500					
	4.2.	4.2.	4.2.	4.2.	4.2.	
		Strategy	Who_		2-3x Per Year	
		Strategy	WIIO		2-3x 1 et 1 eai	
					-	
		Action Steps	How			
		retion steps				
			First Nine Week Check	First Nine Week	During Nine Weeks	
				Check		
			Second Nine Week Check			
				Second Nine Week		
				Check		
			Third Nine Week Check			
			L			
				Third Nine Week		
				Check		

2010-2011 School Improvement Plan (SIP)-Form SIP-1 4.3. 4.3. 4.3. 4.3. 2-3x Per Year Strategy Who Action Steps How First Nine Week Check During Nine Weeks First Nine Week Check Second Nine Week Check Second Nine Week Check Third Nine Week Check Third Nine Week Check Fidelity Check Student Evaluation Tool Based on the analysis of student Strategy Data Check Anticipated Strategy achievement data, and reference Barrier to "Guiding Questions", identify Who and how will the How will the evaluation tool and define areas in need of fidelity be monitored? data be used to determine the improvement for the applicable effectiveness of strategy? subgroup(s): Nine Week Check

Nine Week Check

effectiveness? What do you plan

What is the level of strategy

to do with the data

What is the level of

with the data?

strategy implementation? What do you plan to do

<u> 2010-2011 School Imp</u>	<u> provement F</u>						
	Reading	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
SA. Student subgroups	Goal #5A:						
ot making Adequate			Strategy	Who		2-3x Per Year	
<u> </u>	E41		Strategy	· · · · ·		<u> </u>	
Yearly Progress (AYP) in	Ethnicity	Teachers need		Principal and AP	Teachers assess		
eading	avii. Pl. 1	additional			students through		
	(White, Black,	training on ELA		All teachers, SAL's	weekly chapter and		
	Hispanic, Asian,	vocabulary and		I in teachers, Si in s	end-of-unit tests.		
Reading Goal #5A:	American Indian		Action Steps	And reading tutor	PLC's will review		
g com merri.	i imerican maian	PLC's for the	Tenon Brops		these and chart the		
		development	The teachers will be	How	increase of students		
		of vocabulary.	provided training in the		reaching 80% mastery		
		Alternate			criteria on units of		
		PLC meetings			instruction. PLC's		
					willreview and discuss	During Nine Weeks	
		vocabulary	work shops the	observations and lesson plans			
				monitored through these	share with PLC and		
			schedules on Saturdays		LLT every nine weeks		
			(9/12/11, and 9/17, 9/		l		
			21, 9/24 and 10/16/11)				
		"Brainchild,"	and pays for through				
		"Reading		First Nine Week Check			
		Rewards,"	purposes. Teachers will				
		"Become a	be trained to write				
			SMART goals				
		and "SRA	individually and how to				
		Skillbuilder	analyze them as part of				
		Labs" in Reading		Second Nine Week Check	First Nine Week		
		Math	(ie. 75% of the students		Check		
			will score 80% or				
			above on each unit of				
			instruction to show				
			mastery/proficiency-				
				Third Nine Week Check			
			each area). Teachers				
			will spend time	L			
			instructing students		Second Nine Week		
			using the core		Check		
			curriculum with IEP				
			accommodations				
			through sharing,				
			researching, teaching				
			guiding and modeling				
			best practice strategies				
			instructional-				
			wise.Teachers will		Third Nine Week		ĺ

2010-2011 School Improvement Plan (SIP)-Form SIP-1									
utilize end-of u									
assessments an									
this data at bi-v	weekly								
PLC meetins so									
they can discus									
revise their									
instructional str	rategies								
for re-teaching	and								
possible tutoria	al								
intervention pu	irposes.								
Teachers will p	provide								
DI to those stud	dents								
who have not n									
the concepts/m	naterials								
of each unit thr									
this process bas									
the data derived	d from								
these assessmen									
discussed in the									
meetings through	gh								
remedial and									
enrichment									
instructional ac	ctivities.								
For those stude									
not demonstrat									
mastery, in-sch									
tutorial, ELP/S									
Academy and/o	or SES								
tutorial services									
be recommended	ed and								
provided.									
	,								
Scaffolding of	lessons								
will be implem	nented								
for further voca	abulary								
development an									
acquisition as l									
through the PD									
trainings provid	ded								

zoro zorr sencor improvement	
2010 Current	2011 Expected
Level of	Level of
Performance·*	Performance:*
Since almost all of our students	
are Black, we will be utilizing	
the above strategies with all of	
our students to move toward	
said progress and the % of	
non-proficient students will	
decrease by 10%	
decrease by 1076	
White:2	White:4 (36%)
(18%)	
	Black: 10 (20%)
Black: 2 (4%)	
Diack: 2 (4%)	
L	Hispanic:2
Hispanic: 0	(33%)
(0%)	
	Asian:
Asian:	
	American
American	Indian:
Indian:	

5A.2. 5A.2. 5A.2. Strategy Who 2-3x Per Year How Action Steps First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010-	2011 School Imp			LIII 21L-1				
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
				Strategy	Who_		2-3x Per Year	
					<u>How</u>			
				Action Steps				
					Γ			
					First Nine Week Check		During Nine Weeks	
						Check		
					Second Nine Week Check			
						Second Nine Week		
						Check_		
						CHECK		
					L			
					Third Nine Week Check			
						Third Nine Week		
						Check		
Based	on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
achiev	ement data, and reference	Barrier	5	,				
to "Gu	iding Questions", identify	Darrier		L	L			
and	define areas in need of			Who and how will the	How will the evaluation tool			
impro	vement for the following			fidelity be monitored?	data be used to determine the			
""	subgroup:				effectiveness of strategy?			
	ομυξιούμ.			Nine Week Check				
					Nine Week Check			
				What is the level of				
				strategy implementation?	What is the level of strategy			
1				What do you plan to do	effectiveness? What do you plan			
				with the data?	to do with the data			

2010-2011 School 1mp							
5B. Student subgroups	Reading	5B.1.	See 5A.1	See 5A.1_	See 5A.1	See 5A.1	
not making Adequate	Goal #5B:						
Yearly Progress (AYP) in		See5A.1					
reading	Econo						
	mically						
	Disadvantag						
Reading Goal #5B:	ed						
	2011 Current	2012 Expected					
	Level of	Level of					
In grades 6-9 the %age of	Performance:*	Performance:*					
non-proficient students will							
decrease by at least 25%							
	== 0/	7 00/					
	75%	50%					
		5B.2.See 4.1	See 4.1	See 4.1	See 4.1	See 4.1	

Based on the analysis of madeet. Action Stores Based on the analysis of madeet. Action Stores Action Stores First Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Cheek Third Nine Week Third Nine Week Cheek Third Nine Week Third Nine Week Cheek Third Nine Week Third Nine Week Cheek Third Ni	2010-2011 School Imp							
Action Steps Action Steps Eirst Nine Week Cheek Second Nine Week Cheek Third Nine Week Cheek Strategy Data Cheek Third Nine Week Cheek Who and how will the evaluation tool data be used to determine the sfectiveness of strategy? Nine Week Cheek What is the level of strategy Nine Week Cheek What is the level of strategy? Nine Week Cheek What is the le			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Cradiafing Questions", dentile improvement for the following subgroup: Strategy Fidelity Check What is the level of strategy implementation? What do you plan is obt the level of strategy: what do you plan is obtained as the level of strategy in the level of strategy. What is the level of strategy what do you plan is obtained as the level of strategy and the level of strategy. The what do you plan is obtained as the level of strategy and the level of strategy. What is the level of strategy what do you plan is obtained as the level of strategy. The level of strategy and the level of strategy. What is the level of strategy what do you plan is obtained as the level of strategy. The level of strategy are strengthen the strategy in the level of strategy. The level of strategy is the level of strategy. The level of strategy are strengthen the strategy in the level of strategy. The strengthen the strategy is the level of strategy. The strengthen the strategy and strengthen the s								
Based on the analysis of studen achievement data, and reference to "Cradiafing Questions," dentile improvement for the following subgroup: Strategy Fidelity Check What is the level of strategy: implementation? What do you plan to do strategy: Nine Week Check What is the level of the Nine Week Check What is the level of the Nine Week Check What is the level of the Nine Week Check What is the Nine W								
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Their time Reveals are to determine the affectiveness of strategy? **Nine Week Check What is the level of strategy before time reveals of the control of the following subgroup: **Mine Week Check What is the level of strategy implementation? What do you plan strategy affective receivers?				Strategy	<u>Who</u>		2-3x Per Year	
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and to give plant of the evaluation total effectiveness of strategy implementation? Nine Week Check **What is the level of strategy implementation? What do you plant to obe of strategy implementation? What do you plant to obe of strategy implementation? What do you plant to obe of the plant of the following subgroup: **Anticipated Barrier to "Guidain Questions"; identify a barrier to a strategy implementation? Nine Week Check What is the level of strategy and the evaluation total effectiveness of strategy? Nine Week Check What is the level of strategy and the properties of the plant of								
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Their time Reveals are to determine the affectiveness of strategy? **Nine Week Check What is the level of strategy before time reveals of the control of the following subgroup: **Mine Week Check What is the level of strategy implementation? What do you plan strategy affective receivers?								
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Their time Reveals are to determine the affectiveness of strategy? **Nine Week Check What is the level of strategy before time reveals of the control of the following subgroup: **Mine Week Check What is the level of strategy implementation? What do you plan strategy affective receivers?								
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Their time Reveals are to determine the affectiveness of strategy? **Nine Week Check What is the level of strategy before time reveals of the control of the following subgroup: **Mine Week Check What is the level of strategy implementation? What do you plan strategy affective receivers?								
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and to give plant of the evaluation total effectiveness of strategy implementation? Nine Week Check **What is the level of strategy implementation? What do you plant to obe of strategy implementation? What do you plant to obe of strategy implementation? What do you plant to obe of the plant of the following subgroup: **Anticipated Barrier to "Guidain Questions"; identify a barrier to a strategy implementation? Nine Week Check What is the level of strategy and the evaluation total effectiveness of strategy? Nine Week Check What is the level of strategy and the properties of the plant of								
Based on the analysis of student achievement data, and reference to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Anticipated Barrier to "Guidaing Questions"; identify and define areas in need of improvement for the following subgroup: **Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Nine Week Check What is the level of strategy implementation? What do you plan to deed with the level actions to define the receivements of strategy? Their time Reveals are to determine the affectiveness of strategy? **Nine Week Check What is the level of strategy before time reveals of the control of the following subgroup: **Mine Week Check What is the level of strategy implementation? What do you plan strategy affective receivers?								
Based on the analysis of student achievement data, and reference to "Guiding Questions"; identify and define area in need of improvement for the following subgroup: Anticipated Barrier or "Guiding Questions"; identify and define area in need of improvement for the following Subgroup: Nine Week Check What is the level of strategy implementation? Nine Week Check What is the level of strategy? Nine Week Objects What is the level of strategy? What do you plan to do Trist Nine Week Check Check During Nine Weeks Check During Nine Weeks Check During Nine Weeks Second Nine Week Check Second Nine Week Check Strategy Data Check Check Check Strategy Data Check Che					How_			
Based on the analysis of student achievement data, and reference to "Guiding Questions"; identify and define area in need of improvement for the following subgroup: Anticipated Barrier or "Guiding Questions"; identify and define area in need of improvement for the following Subgroup: Nine Week Check What is the level of strategy implementation? Nine Week Check What is the level of strategy? Nine Week Objects What is the level of strategy? What do you plan to do Trist Nine Week Check Check During Nine Weeks Check During Nine Weeks Check During Nine Weeks Second Nine Week Check Second Nine Week Check Strategy Data Check Check Check Strategy Data Check Che								
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 Anticipated Barrier Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do feffectiveness?				Action Steps	_			
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 Anticipated Barrier Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do feffectiveness?								
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 Anticipated Barrier Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do feffectiveness?								
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 Anticipated Barrier Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do feffectiveness?								
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 Anticipated Barrier Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do feffectiveness?					First Nime West Chart	Diame Nila - We -1	D. sin a Nin a Wastle	
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 to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Nine Week Check What is the level of strategy implementation? What do you plan to do strategy implementation? What do you plan to do strategy effectiveness?					First Nine Week Check		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: Strategy Fidelity Check What is the level of strategy What is the level of strategy implementation? What do you plan to do What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do						Check		
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: Strategy Fidelity Check What is the level of strategy What is the level of strategy implementation? What do you plan to do What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do								
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: Strategy Fidelity Check What is the level of strategy What is the level of strategy implementation? What do you plan to do What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do								
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: Strategy Fidelity Check What is the level of strategy What is the level of strategy implementation? What do you plan to do What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do								
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: Strategy Fidelity Check What is the level of strategy What is the level of strategy implementation? What do you plan to do What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do								
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: Strategy Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What is the level of strategy gripplementation? What is the level of strategy effectiveness? What do you plan to do you plan to do what do you plan to do y					C 1 Ni W 1 . Cl 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 Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy effectiveness? What do you plan which the part of the properties of					Second Nine Week Check			
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 Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy effectiveness? What do you plan which the part of the properties of								
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 Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy effectiveness? What do you plan which the part of the properties of								
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 Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan which the effectiveness? What do you plan which the fidelity be monitored? Nine Week Check What is the level of strategy effectiveness? What do you plan which the part of the properties of						Second Nine Week		
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 Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do Third Nine Week Check Check Strategy Data Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy What do you plan to do What do you plan to do						Check		
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: Strategy Fidelity Check Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy what do you plan to do Third Nine Week Check Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy what do you plan to do What do you plan effectiveness? What do you plan						CHOCK		
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 Who and how will the fidelity be monitored? Nine Week Check What is the level of strategy implementation? What do you plan to do Third Nine Week Check Strategy Data Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy what do you plan to do What do you plan Effectiveness? What do you plan					TI: 1N: W 1 Cl 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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool Who and how will the evaluation tool data be used to determine the effectiveness of strategy?					Third Nine Week Check			
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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? What is the level of strategy effectiveness? What do you plan								
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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? What is the level of strategy effectiveness? What do you plan					_			
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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? What is the level of strategy effectiveness? What do you plan								
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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? What is the level of strategy effectiveness? What do you plan								
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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? What is the level of strategy effectiveness? What do you plan								
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: Nine Week Check What is the level of strategy implementation? What do you plan to do What is the level of strategy effectiveness? What do you plan to do Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? What is the level of strategy effectiveness? What do you plan						TEL: 131: 337 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: Nine Week Check What is the level of strategy implementation? What do you plan to do Strategy Data Check Student Evaluation Tool How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan						Third Nine Week		
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Nine Week Check What is the level of strategy implementation? What do you plan to do Who and how will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan								
achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Nine Week Check What is the level of strategy implementation? What do you plan to do Who and how will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan	Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: Nine Week Check What is the level of strategy implementation? What do you plan to do Who and how will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan	achievement data, and reference							
and define areas in need of improvement for the following subgroup: Nine Week Check What is the level of strategy implementation? Who aid now will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy What do you plan to do What is the level of strategy effectiveness? What do you plan	to "Guiding Questions", identify			X71 11 31.4	or mat the state			
improvement for the following subgroup: Nine Week Check What is the level of strategy implementation? What do you plan to do What oy ou plan to do Identity be infolition? What be used to determine the effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy effectiveness? What do you plan	and define areas in need of			Who and how will the	How will the evaluation tool			
Subgroup: Nine Week Check What is the level of strategy implementation? What do you plan to do What over the control of strategy effectiveness of strategy? Nine Week Check Nine Week Check What is the level of strategy effectiveness? What do you plan	improvement for the following			fidelity be monitored?	data be used to determine the			
What is the level of strategy implementation? What do you plan to do What do you plan to do What do you plan to do	subgroup:				effectiveness of strategy?			
What is the level of strategy implementation? What is the level of strategy What do you plan to do effectiveness? What do you plan	Jacobroap.			Nine Week Check				
strategy implementation? What is the level of strategy What do you plan to do effectiveness? What do you plan					Nine Week Check			
What do you plan to do effectiveness? What do you plan				What is the level of				
What do you plan to do effectiveness? What do you plan with the data?				strategy implementation?	What is the level of strategy			
with the data? to do with the data				What do you plan to do	effectiveness? What do you plan			
man and data. Of do man and data				with the data?	to do with the data			

2010-2011 School Imp	rovement F	'lan (SIP)-Foi	rm SIP-I				
5C. Student subgroups	Reading	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
not making Adequate	Goal #5C:						
Yearly Progress (AYP) in			Strategy	Who		2-3x Per Year	
I .	English						
	Language					-	
	Learners						
Reading Goal #5C:	(ELL)						
1				How			
			Action Steps	_			
				First Nine Week Check	First Nine Week	During Nine Weeks	
				I HSt I VIIIC WEEK CHECK	Check	Burnig Time Weeks	
				Second Nine Week Check			
				Second Nine week Check			
					Second Nine Week		
					Check		
				Third Nine Week Check			
				=			
					Third Nine Week		
					<u>Check</u>		
NA- No ELL students							

2010-2011 School Improvement Plan (SIP)-Form SIP-1 SC.2. SC.2. 5C.2. 5C.2. 5C.2. Strategy Who 2-3x Per Year How Action Steps First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1 5C.5. 5C.5. 5C.5. 5C.5. 5C.3. Who 2-3x Per Year How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010 2011 8011001 1111	- 0 , 01110110 1					
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
achievement data, and reference	Barrier					1
to "Guiding Questions", identify			Who and how will the	How will the evaluation tool		
and define areas in need of						
improvement for the following			fidelity be monitored?	data be used to determine the		
1 1				effectiveness of strategy?		
subgroup:			Nine Week Check			
				Nine Week Check		1
			What is the level of			
			strategy implementation?	What is the level of strategy		
			What do you plan to do	effectiveness? What do you plan		1
			with the data?	to do with the data		

2010-2011 School Imp	-						
5D. Student subgroups	Reading	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
not making Adequate	Goal #5D:			ĺ			
Yearly Progress (AYP) in			Strategy	Who		2-3x Per Year	
reading			Strategy	1110		2 3A 1 Ct 1 Cdt	
reading	Students			ESE Specialist,	PLC teams will		
	with			ESE Specialist,	monitor the increase	-	
	Disabilities	C.11	CWD2-2 1:	A D.C.		FAIR	
Reading Goal #5D:	(SWD)			APC,	in the number of our	FAIK	
reducing Godf #3D.	(5,1,5)	with Fidelity	comprehension will	L	students reaching at		
				Principal	least 80% mastery on		
			connecting individual	L .	units of instruction.		
			needs to instruction	Teachers			
		Teachers'	as outlined in the				
		understanding	individual IEP's				
		of correctly			PLC facilitator will		
		completing the		How	share data with LT	During Nine Weeks	
		IEP and FBA/			who will in turn		
		PBIP	Action Steps	IEP progress reports	review assessment	Unit assessments	
					data for positive		
				Reviewed by APC	trends at least once per		
					nine weeks.		
		Multiple Preps	Teachers will receive a			Nine weeks grades	
		r r .	series of trainings from			8	
				IEP's reviewed by grade			
					ESE specialist will log		
		Student Rehavior	writing, writing present		IEP deficiencies found	IFP review Notes	
		Student Benavior	levels, and utilizing		during individual	IEI Teview Tvotes	
			data to generate the		reviews and report		
			goals.		to Principal for each		
				days prior to lapse date by	teacher		
				ESE specialist to ensure	teacher		
				compliance and fidelity of			
			The individual goals	IEP's			
			of students will be	ILF S			
			shared and discussed at	ĺ			
			monthly PLC meetings	First Nine West Charl			
				First Nine Week Check			
			including (CTE	ĺ			
			teachers) to ensure that	ĺ	L		
			all IEP goals, strategies	ĺ	First Nine Week		
			and accommodations	ĺ	Check_		
			are being implemented	L			
			with fidelity.	Second Nine Week Check			
				ĺ			
				ĺ			
				ĺ			
			Students will receive				

2010-2011 School Imp	rovement r	Tan (SIF)-Fu	TIII S1P-1			
			an IEP progress report to inform parents of the student's progress toward these goals	Third Nine Week Check	Second Nine Week Check	
			Across all content areas, PLC's will write SWD SMART based on each nine weeks of material- ie 75 of our students will score an 80% or above on each unit of instruction.		Third Nine Week Check	
			Areas that are identified from mini and teacher-made course assessments will be shared during PLC's and areas needing to be re-taught will be identified along with additional strategies/techniques utilizing DI			
All of our Students are SWD; therefore, the above goals and implementation plans will suffice for this sub-goal.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	Above	Above				

2010-2011 School Improvement Plan (SIP)-Form SIP-1 SD.2. SD.2. 5D.2. 5D.2. 5D.2. Strategy Who 2-3x Per Year How Action Steps First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

0-2011 School Improve			ien a	5 D. 0	len a	i
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		Strategy	Who		2-3x Per Year	
			How			
		Action Steps				
			F			
			First Nine Week Chec	<u>First Nine Weel</u>	<u>Nuring Nine Weeks</u>	
			r not time week chee	Check_	Burng rine weeks	
				CHOCK		
			Second Nine Week Cl	heck		
			Become Trine Week Ci	HCCK		
				Second Nine W	cools	
				Chaols	eek_	
				<u>Check</u>		
			Third Nine Weels Cha	1.		
			Third Nine Week Che	eck_		
			⊢			
				T1: 13:	,	
			I	Third Nine Wee	ek_	

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

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Improvement Plan (SIP)-Form SIP-1 or PD Activity

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

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Smartboard Training	All	District- Lisa Hoban	All teachers and paraprofessionals		Faculty meeting/PLC discussions	PLC Chairs and Administration
"Curriculum Matters"	All	District- Rob Weinberg	All teachers	9/17, 9/21 and 9/24/11 Saturday	Scheduling for bi-weekly PLC meetings; logs given to and reviewed by Administration and facillitator	DLC Chaire and Admin
				Power Workshop	-,	PLC Chairs and Admin
Ed-Line Training	All	District	All teachers	10/16/11 Faculty training- Stephanie Suez-Hamilton	Walk-through Observations and logs, follow-up discussions and follow-up grade book devlopment	Administration and PLC chairs

Reading Budget

Reading Dudget			
Include ELP, school allocation from			
District, Internal funds, Title I, PTSA			
funds, Grants, ELL funds, Technology			
funds, etc, additional units/dollars from			
District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount

2010-2011 School Improvement Pl To utilize available funds for teacher	Provide experienced, professional	Grant Monies from Success for Kids	\$5,000
training through school-based	trainers from the county for on-site	grant and from POWER grants and	\$5,000
POWER workshops (two- first, one for	training in these areas.	from Title One sources	
PLC formulation and implementation,	truming in these areas.		
and the second on Effective vocabulary			
implementation), workshops on			
effectively utilizing Paraprofessionals,	Even though this budget item is listed		
and Effective IEP development,	under reading, it also covers Action Steps		
writing, and goal setting	under the math, science and writing areas		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Providing High Interest Reading	Grade level chapter books	Title One	\$800
books	The state of the s		
	Even though this budget item is listed		
	under reading, it also covers Action Steps		
	under reading, it also covers Action Steps under the math, science and writing areas		
Providing SRA Reading Kits for	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading	Success for Kids Grant and Title One	\$1,500
Providing SRA Reading Kits for tutorials	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and	Success for Kids Grant and Title One funds	\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading		\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and		\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and		\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes		\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes Even though this budget item is listed		\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes Even though this budget item is listed under reading, it also covers Action Steps		\$1,500
	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes Even though this budget item is listed		\$1,500
tutorials	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes Even though this budget item is listed under reading, it also covers Action Steps		\$1,500
tutorials Subtotal:	under reading, it also covers Action Steps under the math, science and writing areas SRA Specific Skills Series and Reading Laboratories for 1-1 tutoring and intensive reading classes Even though this budget item is listed under reading, it also covers Action Steps		\$1,500 Available Amount

All reading strategies	Reading Materials from ESE	ESE program	\$4,500
Supplemental Instruction	Teacher Units for supplemental instruction	ELP/SAI and SES	\$15,000
Grand Total:			

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2010 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?

- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

MATH GOALS	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
to "Guiding Questions", identify	Darrier						
and define areas in need of			Who and how will the fidelity				
improvement for the following				data be used to determine the			
group:			Nine Week Check	effectiveness of strategy?			
			Nine week Check	Nine Week Check			
			What is the level of strategy	Time Week Sheek			
				What is the level of strategy			
			you plan to do with the data?	effectiveness? What do you plan			
			I	to do with the data			

2010-2011 School Imp	<u>rovement P</u>	<u> Plan (SIP)-F</u>	orm SIP-1			 	
1. Students achieving	1.1.	1.1.	1.1.	1.1.	1.1.		
proficiency (FCAT Level							1
3) in math		Students' math	Who		2-3x Per Year		1
,		proficiency	1110		2 2 1 4 . 1 4		
			Principal	PLC's will review mini and			
N. 1. C. 1.11		through		unit assessments and log the			
Math Goal #1:	Student		APC	increase of students reaching	Baseline, mini		
	behavior and	utilizing		at least 80% mastery on units			
	attendance		SAL's	of instruction. PLC chair	Mid-year/formative		
		instructional		will share data with LT for	assessments		ĺ
	No prior	techniques		review and ID of positive			
	implementation			trends each nine weeks.			
		CIM with core	How				
	at Carver.	curriculum					ĺ
		as a result of	L				ĺ
		the problem-					
			The teachers will be				
	PLC's and		provided training in the		During Nine Weeks		
		The teachers	formulation and				
	of planning and		implementation of PLC's				
			and DI through work	Final Nine West Chart			
	interpretation.			First Nine Week Check			
	Need training	formulation and	schedules on Saturdays (9/ 17, 9/21, 9/24/11, and 10/				
			16/11)and pays for				
	implement		through Title 1 funds to				
			these purposes. Teachers				
			will be trained to write				
		administration					l
	true DI		individually and how to	Second Nine Week Check			l
			analyze them as part of				l
			their respective PLC's (ie.				l
			75% of the students will				l
			score 80% or above on				
			each unit of instruction to				l
	implement		show mastery/proficiency-				l
	effective		C((CTE courses)) in each				ĺ
	differentiated		area). Teachers will spend	Third Nine Week Check			ĺ
	instruction.		time instructing students				1
			using the core curriculum				1
			with IEP accommodations				1
			through sharing,				1
			researching, teaching				1
			guiding and modeling				1
			best practice strategies				1
		respective	instructional-wise				

2010-2011 School Improvement Plan (SIP)-Form SIP-1 PLC's (ie. Teachers will utilize end-75% of the of unit assessments and students will share this data at biscore 80% or weekly PLC meetings so above on each that they can discuss and unit of revise their instructional instruction to strategies for re-teaching show mastery/ and possible tutorial proficiencyintervention purposes. Teachers will provide DI C((CTE to those students who courses)) in each area). have not mastered the Teachers will concepts/materials of each unit through this spend time process based on the data instructing students using derived from these the core assessments and curriculum discussed in the PLC with IEP meetings through accommodatio remedial and enrichment instructional activities. ns through sharing, researching, For those student still not teaching demonstrating mastery, guiding and in-school tutorial, ELP/ Saturday Academy and/ modeling best or SES tutorial services practice strategies will be recommended and instructionalprovided. wise.Teachers will utilize end-First Nine Week Check of unit assessments and share this data at biweekly PLC meetins so that Second Nine Week Check they can discuss and revise their instructional strategies for re-teaching Third Nine Week Check and possible tutorial intervention

2010-2011 School Improvement I	Plan (SIP)-Form SIP-1			
	purposes.			
	Teachers will			
	provide DI to			
	those students			
	who have not			
	mastered the			
	concepts/			
	materials of			
	each unit			
	through this			
	process based			
	on the data			
	derived from			
	these			
	assessments			
	and discussed			
	in the PLC			
	meetings			
	through			
	remedial and			
	enrichment			
	instructional			
	activities.			
	F 4			
	For those			
	student still not			
	demonstrating			
	mastery, in-			
	school tutorial,			
	ELP/Saturday			
	Academy and/			
	or SES tutorial services will be			
	recommended			
	and provided.			
2010 Current	2011 Expected			
Level of	Level of			
Derformance:*	Performance			
In grades 6-10, the %age of	i criormance			
Standard Curriculum students				
scoring a level 3 or above on				
math will increase from 15%				
to 25%.				
1				
	<u> </u>			

2% (2)	20% (20)					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	Strategy: all teachers will have a focus on reading	Strategy	Who_		2-3x Per Year	
	comprehension and fluency in					
	their respective classes/courses	Action Steps	<u>How</u>			
			_			
	Action Steps		First Nine Week Check	First Nine Week Check	During Nine Weeks	
	Teachers will focus on reading		Second Nine Week Check			
	strategies within the context of their respective			Second Nine Week Check		
	courses and the paraprofessi onals in each class will work		Third Nine Week Check			
	1-on-1 with students in critical need of such skills on a			Third Nine Week Check		
	daily basis			CHOCK		

2010-2011 School Improvemen						
	1.3.	1.3.	1.3.	1.3.	1.3.	
		Strategy	Who		2-3x Per Year	
		3 8,				
		Action Steps	<u>How</u>			
			Γ Ι			
			First Nine Week Check	First Nine Week	During Nine Weeks	
				Check		
			Second Nine Week Check			
				Second Nine Week		
				Check		
			Third Nine Week Check			
			This is the street of the stre			
				Third Nine Week		
				Check		
Based on the analysis of student Anticipate	d Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		\vdash
achievement data, and reference Barrier	u Sualegy	Fluciny Check	Strategy Data Check	Student Evaluation 1001		I
to "Guiding Questions", identify		XXI 11 31.4	m ma to t			I
and define areas in need of		Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the			I
improvement for the following		nacity of monitorea?	effectiveness of strategy?			I
group:		Nine Week Check	officerveness of strategy:			I
		l and the content	Nine Week Check			I
		What is the level of strategy				I
		implementation? What do	What is the level of strategy			I
		you plan to do with the data?	effectiveness? What do you plan			I
1	1	I	to do with the data			I

2010-2011 School Imp	rovement P	<u> 1an (SIP)-F</u>	orm SIP-I				
2 Students achieving	2.1.	2.1	2.1.	2.1.	2.1.		
above proficiency						· '	ı
1 2	Student	Strategy	Who Admin.Team, PLC	PLC's will review mini and	2-3x Per Year	· '	ı
	behavior and		Facilitator all teachers	unit assessments and log the	2-3x 1 ct 1 cat	· '	ı
(FCAT Levels 4 and 5) in	attendance	proficiency	a definitation and teachers	increase of students reaching	District Possilina	· ·	
math	attendance	will improve		at least 80% mastery on units	mini formativas	· '	ı
	No prior	through		of instruction. PLC chair	formatives and mid-	· '	ı
	implementation			will share data with LT for		· '	ı
Math Goal #2:	of C-CIM here			review and ID of positive	vear assessments	· '	ı
TYTAKIT GGWT // Z.			T T			· '	ı
	at Carver.	Differentiated instructional	How_	trends each nine weeks.		· ·	ı
	NT :		Th. 4 1			· '	ı
	No previous	techniques	The teachers will be			· '	ı
		and the C-	provided training in the			· '	ı
	PLC's and		formulation and	ĺ		1	1
		curriculum	implementation of PLC's	ĺ		1	l
	of planning and		and DI through work			· '	ı
			shops the administration		D : 11: 11: 1	· '	ı
	interpretation.	solving model.	schedules on the above		During Nine Weeks	· '	ı
			dates and pays for			· '	ı
			through Title 1 funds to			· '	ı
		will be	these purposes. Teachers			· ·	ı
	implement	provided	will be trained to write			· '	ı
			SMART goals	L		· ·	ı
		formulation	individually and how to	First Nine Week Check		· ·	ı
			analyze them as part of			· ·	ı
	true DI		their respective PLC's (ie.			· '	ı
	(differentiated		75% of the students will			· ·	ı
		DI through	score 80% or above on			· ·	ı
			each unit of instruction to			· '	ı
	training		show mastery/proficiency-	i		· '	ı
	on how to		C((CTE courses)) in each			· '	ı
				Second Nine Week Check		· ·	ı
	effective		time instructing students			· '	ı
	differentiated		using the core curriculum			· '	ı
	instruction.		with IEP accommodations			· '	ı
		to these	through sharing,			· ·	ı
		purposes.	researching, teaching			· '	ı
		Teachers will	guiding and modeling			· '	ı
		be trained to	best practice strategies			· ·	ı
		write SMART	instructional-wise	Third Nine Week Check		1	1
	ĺ	goals	Teachers will utilize end-	ĺ		1	l
	ĺ	individually	of unit assessments and	ĺ		1	l
			share this data at bi-	ĺ		1	1
			weekly PLC meetings so	ĺ		1	1
	ĺ		that they can discuss and	ĺ		1	l
		respective	revise their instructional				

2010-2011 School Improvement Plan (SIP)-I	orm SIP-1		
PLC's (ie.	strategies for re-teaching		
75% of the	and possible tutorial		
students will	intervention purposes.		
score 80% or	Teachers will provide DI		
	to those students who		
unit of	have not mastered the		
instruction to	concepts/materials of		
	each unit through this		
proficiency-	process based on the data		
C(CTE	derived from these		
courses) in	assessments and		
each area).	discussed in the PLC		
Teachers will	meetings through		
spend time	remedial and enrichment		
instructing	instructional activities.		
students using			
the core	For those student still not		
curriculum	demonstrating mastery,		
with IEP	in-school tutorial, ELP/		
accommodatio	Saturday Academy and/		
ns through	or SES tutorial services		
sharing,	will be recommended and		
researching,	provided.		
teaching			
guiding and	_		
modeling best			
practice			
strategies			
instructional-	First Nine Week Check		
wise.Teachers			
will utilize end			
of unit			
assessments			
and share this			
data at bi-	Second Nine Week Check		
weekly PLC			
meetins so that			
they can			
discuss and			
revise their			
instructional	Third Nine Week Check		
strategies for			
re-teaching			
and possible			
tutorial			
intervention			

2010-2011 School Improvement Plan (SIP)-Form SIP-1									
	purposes. Teachers will								
	Teachers will								
	provide DI to								
	those students								
	who have not								
	mastered the								
	concepts/								
	materials of								
	each unit								
	through this								
	process based								
	on the data								
	derived from								
	these								
	assessments								
	and discussed								
	in the PLC								
	meetings								
	through								
	remedial and								
	enrichment								
	instructional								
	activities.								
	For those								
	student still not								
	demonstrating								
	mastery, in-								
	school tutorial,								
	ELP/Saturday								
	Academy and/ or SES tutorial								
	services will be								
	recommended								
	and provided								
	and provided								
	Action Steps.								

		(10)			
	0%	10%			
Students scoring a level 4 or higher on the 2011 FCAT math will increase from 0% to 5%	Performance:*	Performance:*			
In grades 6-10, the %age of Students scoring a level 4 or	2011 Current Level of	2012 Expected Level of			

2010-2011 School Improvement Plan (SIP)-Form SIP-1 2.2.Students 2.2. 2.2. 2.2. 2.2. not properly/ appropriately Strategy Students' math Who APC 2-3x Per Year Admin reviews identified and skills will improve schedules and confusion through scheduling articulates with Mini-assessments and district in course students in the appropriate Guidance counselor exams scheduling level classes and teachers for students' How EXCEl work sheets progress to monitor since we don't have access to appropriateness iof SILK this year course scheduling for each student each Action Steps semester. During Nine Weeks First Nine Week Check Second Nine Week Check First Nine Week Check Third Nine Week Check Second Nine Week Check Third Nine Week

Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1 2.3 2.3 2-3x Per Year Who Strategy Action Steps How First Nine Week Check During Nine Weeks First Nine Week Check Second Nine Week Check Second Nine Week Check Third Nine Week Check Third Nine Week Check Student Evaluation Tool Based on the analysis of student Anticipated Fidelity Check Strategy Data Check Strategy achievement data, and reference Barrier to "Guiding Questions", identify Who and how will the fidelity How will the evaluation tool and define areas in need of be monitored? data be used to determine the improvement for the following effectiveness of strategy? group: Nine Week Check Nine Week Check What is the level of strategy What is the level of strategy implementation? What do you plan to do with the data? effectiveness? What do you plan

to do with the data?

2010-2011 School Imp	rovement r	1aii (511 <i>)</i> -r	01111 S1F-1			 	
3. Percentage of students	3.1.	3.1.	3.1.	3.1.	3.1.		
making Learning Gains in				ĺ			
math		StrategyStu	Who	PLC's will review mini and	2-3x Per Year		
		dents' math		unit assessments and log the			
	Lack of	proficiency		increase of students reaching	District Baseline and		
	infrastructure	will improve		at least 80% mastery on units			
Math Goal #3:	to support			of instruction. PLC chair			
	technology lack of tech	teachers		will share data with LT for			
	hardware and	utilizing		review and ID of positive			
	varying levels of			trends each nine weeks.			
	understanding	instructional					
	with teachers of	techniques					
	the NGSSS	and the C-					
		CIM with core	How				
		curriculum					
		as a result of	The teachers will be		During Nine Weeks		
		the problem-	provided training in the				
		solving model.	formulation and		Semester Exams		
			implementation of PLC's		Chapter and		
		The teachers	and DI through work		1		
		will be	shops the administration		Benchmark/		
		provided	schedules on Saturdays		Skill		
			on the included dates		assessments and		
			aboveand pays for		mni-ssessments		
		and	through Title 1 funds to		IIIIII-SSESSIIIEIIUS		
				First Nine Week Check			
			will be trained to write				
		DI through	SMART goals				
			individually and how to analyze them as part of				
			their respective PLC's (ie.				
		Saturdays on	75% of the students will				
			score 80% or above on				
		above and		Second Nine Week Check			
		pays for	show mastery/proficiency-				
			C((CTE courses)) in each	1			
			area). Teachers will spend				
		purposes.	time instructing students				
			using the core curriculum				
		be trained to	with IEP accommodations				
		write SMART	through sharing,	ĺ			
		goals	researching, teaching	Third Nine Week Check			
		individually	guiding and modeling				
		and how to	best practice strategies	ĺ			
		analyze them	instructional-wise	ĺ			
		as part of their	Teachers will utilize end-				

2010-2011 School Improvement Plan (SIP)-Form SIP-1								
	respective	of unit assessments and						
	PLC's (ie.	share this data at bi-						
	75% of the	weekly PLC meetings so						
	students will	that they can discuss and						
	score 80% or	revise their instructional						
		strategies for re-teaching						
	unit of	and possible tutorial						
	instruction to	intervention purposes.						
		Teachers will provide DI						
		to those students who						
	C((CTE	have not mastered the						
	courses)) in	concepts/materials of						
	each area).	each unit through this						
	Teachers will	process based on the data						
	spend time	derived from these						
	instructing	assessments and						
	students using	discussed in the PLC						
	the core	meetings through						
	curriculum	remedial and enrichment						
	with IEP	instructional activities.						
	accommodatio							
	ns through	For those student still not						
		demonstrating mastery,						
	researching,	in-school tutorial, ELP/						
	teaching	Saturday Academy and/						
	guiding and	or SES tutorial services						
	modeling best	will be recommended and						
	practice	provided.						
	strategies							
	instructional-	L						
	wise.Teachers							
	will utilize end-	How						
	of unit							
	assessments							
	and share this							
	data at bi-							
	weekly PLC							
		First Nine Week Check						
	they can							
	discuss and							
	revise their							
	instructional							
	strategies for							
	re-teaching	Second Nine Week Check	L I					
	and possible							
	tutorial							

2010-2011 School Improvement Plan (SIP)-Form SIP-1			
interve	ention			
purpos				
Teach	ers will			
provid	e DI to Third Nine Week Check			
those	students			
who h	ave not			
	red the			
conce	ots/			
materi	als of			
each u				
through	h this			
	s based			
on the				
	d from			
these				
assess	ments			
and di	scussed			
in the				
meetir	igs			
throug	h			
remed	ial and			
enrich	ment			
instruc				
activit	ies.			
F 4				
For the	t still not			
Studen	strating			
master	istrating			
reheal	tutorial,			
EI D/S	aturday			
Acade	my and/			
or SES	S tutorial			
service	es will be			
recom	mended			
	ovided			
Action	<u>Steps</u>			

	<u>Level of</u> <u>Performance:*</u>	2012 Expected Level of Performance:*			
		40%			
	(25)	(40)			

2010-2011 School Impr							
	3.	.2.	3.2.	3.2.	3.2.	3.2.	
			Strategy	Who_		2-3x Per Year	
						_	
			Action Steps	How_			
				-			
				First Nine Week Check	First Nine Week Check	During Nine Weeks	
				Second Nine Week Check			
					Second Nine Week Check		
				Third Nine Week Check			
					Third Nine Week Check		

2010-2011 School Improvement Plan (SIP)-Form SIP-1 3.3. 3..3. 3.3. Strategy Who 2-3x Per Year Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week Check Third Nine Week Check Third Nine Week Check Based on the analysis of student Anticipated Fidelity Check Strategy Data Check Student Evaluation Tool Strategy achievement data, and reference Barrier to "Guiding Questions", identify Who and how will the fidelity How will the evaluation tool and define areas in need of be monitored? data be used to determine the improvement for the following effectiveness of strategy? group: Nine Week Check Nine Week Check What is the level of strategy What is the level of strategy implementation? What do effectiveness? What do you plan you plan to do with the data?

to do with the data?

2010-2011 School Imp	rovement P	<u> Ian (SIP)-F</u>	orm SIP-1				
4. Percentage of students	4.1.	4.1	4.1.	4.1.	2.1.		
in Lowest 25% making							
1	Student	Strategy	Who Admin.Team, PLC	PLC's will review mini and	2 2v Dar Vaar		
learning gams in math			Facilitator all teachers	unit assessments and log the	2-3x 1 ct 1 cat		
	attendance	proficiency	r acmitator an teachers	increase of students reaching	District Recaline		
	attendance	will improve		at least 80% mastery on units	mini formatives		
Math Goal #4:	No prior	through		of instruction. PLC chair	formatives and mid-		
	implementation			will share data with LT for	vear assessments		
	of C-CIM here			review and ID of positive	year assessments		
	at Carver.	_	How	trends each nine weeks.			
	at Carver.	instructional	<u>110w</u>	tienus each inne weeks.			
	No previous	techniques	The teachers will be				
		and the C-	provided training in the				
	PLC's and		formulation and				
		curriculum	implementation of PLC's				
	of planning and		and DI through work				
		the problem-	shops the administration				
			schedules on the above		During Nine Weeks		
	F		listed dates)and pays for		_ ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
	Need training	The teachers	through Title 1 funds to		Benchmark mini-		
		will be	these purposes. Teachers		assessments, unit		
	implement	provided	will be trained to write		assessments, nine		
			SMART goals		weeks assessments		
I		formulation	individually and how to		from school and		
	are providing		analyze them as part of		mini9-formative		
	true DI		their respective PLC's (ie.		assessments		
			75% of the students will				
		DI through	score 80% or above on				
	so need more	work shops the	each unit of instruction to				
	training		show mastery/proficiency-				
	on how to	schedules on	C((CTE courses)) in each				
	implement	Saturdays as	area). Teachers will spend	Second Nine Week Check			
	effective	slated above	time instructing students				
		and pays for	using the core curriculum				
	instruction.	through Title 1	with IEP accommodations				
		funds to these	through sharing,				
		purposes.	researching, teaching				
		Teachers will	guiding and modeling				
		be trained to	best practice strategies				
	ĺ	write SMART	instructional-wise	Third Nine Week Check			
	ĺ	goals	Teachers will utilize end-				
		individually	of unit assessments and				
		and how to	share this data at bi-				
	ĺ		weekly PLC meetings so				
	ĺ		that they can discuss and				
		respective	revise their instructional				

2010-2011 School Impro	vement Plan (SIP)-F	orm SIP-1		 		
T T	PLC's (ie.	strategies for re-teaching				
		and possible tutorial				
		intervention purposes.				
		Teachers will provide DI				
		to those students who				
		have not mastered the				
		concepts/materials of				
		each unit through this				
		process based on the data				
		derived from these				
		assessments and				
		discussed in the PLC				
		meetings through				
		remedial and enrichment				
	instructing	instructional activities.				
	students using					
	the core	For those student still not				
		demonstrating mastery,				
		in-school tutorial, ELP/				
		Saturday Academy and/				
		or SES tutorial services				
	sharing,	will be recommended and				
		provided.				
	teaching					
	guiding and					
	modeling best					
	practice					
	strategies					
		First Nine Week Check				
	wise.Teachers					
	will utilize end-					
	of unit					
	assessments					
	and share this					
		Second Nine Week Check	L I			
	weekly PLC					
	meetins so that					
	they can					
	discuss and					
	revise their					
		Third Nine Week Check				
	strategies for					
	re-teaching					
	and possible					
	tutorial					
	intervention					

2010-2011 School Improvement Pla	an (SIP)-Form SIP-1			
pu	irposes.			
Te	eachers will			
	rovide DI to			
th	ose students			
W	ho have not			
	astered the			
co	oncepts/			
	aterials of			
ea	nch unit			
th	rough this			
pr	rocess based			
	n the data			
	erived from			
	ese			
	ssessments			
an	nd discussed			
	the PLC			
m	eetings			
th	rough			
re	medial and			
en	nrichment			
in	structional			
ac	ctivities.			
Fe	or those			
eti	udent still not			
de	emonstrating			
m	astery, in-			
Sc	chool tutorial,			
FI	LP/Saturday			
A	cademy and/			
or	SES tutorial			
se	ervices will be			
re	commended			
an	nd provided			
	·			
<u>A</u>	ction Steps.		 	

2010-2011 School Imp	rovement r	1aii (511)-1	OTH S1F-1	 		
4. Percentage of students		2010 Current				
making Learning Gains in		Level of				
1	In grades	Performance:*				
	6-10 the					
	percentage of					
M 41 C 1 1/2	all curriculum					
Math Goal #3:	students					
	making					
	learning gains					
	on the 2011					
	FCAT math					
of students in the bottom	will increase					
quartile making learning gains on the 2011 FCAT math will	from 10% to					
increase from 20% to 40%	40%					
111010 2070 to 4070						
	2010 Current	2011 Expected				
	<u>Level of</u>	Level of				
	Performance:*	Performance:*				
	20%	L				
		40%				
		/ -				1
	(20)					
	(- • <i>)</i>	(40)				1
		(40)				
		` /				

2010-2011 School Impr	ovement Pla	n (SIP)-Fo					
	4.2	2. 4	1.2.	4.2.	4.2.	4.2.	
		S	Strategy	Who_		2-3x Per Year	
						_	
		<u> </u>	Action Steps	<u>How</u>			
				_			
				First Nine Week Check	First Nine Week Check	During Nine Weeks	
				Second Nine Week Check			
					Second Nine Week Check		
				Third Nine Week Check			
					Third Nine Week Check		

2010-2011 School Improvement Plan (SIP)-Form SIP-1 4.3. 4.3. 4.3. 4.3. 2-3x Per Year Who Strategy Action Steps How First Nine Week Check During Nine Weeks First Nine Week Check Second Nine Week Check Second Nine Week Check Third Nine Week Check Third Nine Week Check Fidelity Check Student Evaluation Tool Based on the analysis of student Strategy Data Check Anticipated Strategy achievement data, and reference Barrier to "Guiding Questions", identify Who and how will the fidelity How will the evaluation tool and define areas in need of be monitored? data be used to determine the improvement for the applicable effectiveness of strategy? subgroup(s): Nine Week Check Nine Week Check What is the level of strategy What is the level of strategy implementation? What do you plan to do with the data? effectiveness? What do you plan

to do with the data?

2010-2011 School Imp	rovement P	'lan (SIP)-F	orm SIP-1					
	Math Goal	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.		
	#5A:							
or it beautiff subgroups		Ct. 1	G	11 11		2.2 P. W		
not making Adequate		Students not	Strategy	<u>Who</u>		2-3x Per Year		
Yearly Progress (AYP) in	Ethnicity	being expected						
math	1	to complete		APC's	Reviews grades and	<u> </u>		
	(White, Black,		will improve through		# of students meeting			
	Hispanic, Asian,	homework	supplemental instructional		80% mastery of unit	Formative tests		
		extension	activities being refocused		criteria and mini			
Math Goal #5A:	American Indian)	activities	during ELP and SA	Guidance Counsellor	assessments	Semester exams unit tests		
								ı
		Students lack	Action Steps	How				
		pre-requisite						
			Each math class to	Attendance, Grades and % of	1]	ı
				HW returned				1
		math	homework extension			During Nine Weeks]	ı
		math	activities at least two			Daring Time Weeks		
			times a week.		First Nine Week			
				First Nine Week Check	Check			
		Students not		THST NINE WEEK CHECK	CHECK			
		being held						
			1 1					
		accountable	1-1 mathematics tutoring					
			will be provided through					
			the auspices of ELP, SA,					
				Second Nine Week Check				ı
			through twice weekly in-					
			school pull-outs		Second Nine Week			
					Check_			
								ı
								ı
				Third Nine Week Check				ı
								ı
				L				ı
								ı
					Third Nine Week			
					Check			1
					<u> </u>			1
								1
								ı
]	l
]	l
								ı
								1
]	l
			l	I	l	1		

In all grades 6-10, 20 % of the following All Curriculum students subgroups scored a level 2 or higher on the 2012 FCAT or the percentage of non-proficient students will decrease by 10%.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*			
	White: 75%	White: 55%			
	Black: 85%	Black: 70%			
	% Asian:	Hispanic:80% Asian: American Indian:			
	*non-proficient	Non-proficient			

010-2011 School Improve	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		Strategy	Who_		2-3x Per Year	
					<u> </u>	
			<u>How</u>			
		Action Steps	-			
			Dist Nine Wook Chook	Direct Nine Woods	D. clas Nine Wester	
			First Nine Week Check	First Nine Week Check	During Nine Weeks	
			Second Nine Week Check	_		
				Second Nine Week		
				<u>Check</u>		
			Third Nine Week Check	·		
			<u> </u>			
				Third Nine Week		

Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1 5A.3. 5A.3. 5A.3. 5A.3. 5A.3. 2-3x Per Year Strategy Who How Action Steps First Nine Week Check During Nine Weeks First Nine Week Check Second Nine Week Check Second Nine Week Check Third Nine Week Check Third Nine Week Check Fidelity Check Student Evaluation Tool Based on the analysis of student Strategy Data Check Anticipated Strategy achievement data, and reference Barrier to "Guiding Questions", identify Who and how will the fidelity How will the evaluation tool and define areas in need of be monitored? data be used to determine the

effectiveness of strategy?

What is the level of strategy

to do with the data?

you plan to do with the data? effectiveness? What do you plan

Nine Week Check

Nine Week Check

What is the level of strategy

implementation? What do

improvement for the following

subgroup:

2010-2011 School Imp	rovement P	'lan (SIP)-F	form SIP-1					
5B. Student subgroups	Math Goal	See 5A.1.	See 5A.1	See 5A.1	See 5A.1	See 5A.1		
not making Adequate	#5B:			_		_		
Yearly Progress (AYP) in				l				
math			1					
matn	Econo		1					
	mically		1					
	Disadvantag							
Math Goal #5B:	ed							
				l				
				l			l	
								<u> </u>
	2011 Current Level of	2012 Expected Level of						
	Performance:*	Level of Performance:*						
See above A goals since all of	renormance.	renormance.						
our students are classified as								
Economically disadvantaged								
	Same	Same						
	Same	Same		l				
	as 5A	as 5A						
		5B.2.	See 5A.2	See 5A.2_	See 5A.2	See 5A.2		
				l			l	ļ !
		See 5A.2						ļ !
			See 4.1	See 4.1	See 4.1	See 4.1		
			_			_	l	
				l				
Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool			<u> </u>
achievement data, and reference	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation 1001			
to "Guiding Questions", identify			L	L				
and define areas in need of			Who and how will the fidelity					
improvement for the following			be monitored?	data be used to determine the effectiveness of strategy?			l	
subgroup:			Nine Week Check	effectiveness of strategy?				
			Time week cheek	Nine Week Check				
			What is the level of strategy					
				What is the level of strategy			l I	
	I	I	implementation? what do	what is the level of strategy			l	I .
			you plan to do with the data?	effectiveness? What do you plan to do with the data?				

2010-2011 School Imp	rovement P	<u> Plan (SIP)-F</u>	orm SIP-1					
5C. Student subgroups	Math Goal	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	_	
not making Adequate	#5C:							
Yearly Progress (AYP) in			Strategy	Who		2-3x Per Year		
math	English							
	Language					-		
	Learners							
Math Goal #5C:	(ELL)							
				<u>How</u>				
			A .:					
			Action Steps	-				
				First Nine Week Check	First Nine Week	During Nine Weeks		
					Check_			
				Second Nine Week Check				
					Second Nine Week			
					Check_			
				Third Nine Week Check				
				-				
					Third Nine Week			
	2011 Current	2012 Expected			<u>Check</u>			
	Level of	Level of						
No current ELL students	Performance:*	Performance:*						
TWO CHITCHE ELL STUUCHTS	N.T. A	TA T						
	NA	NA						

2010-2011 School Impre	ovement Plan (SIP)	-Form SIP-1				
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		Strategy	Who_		2-3x Per Year	
					-	
			<u>How</u>			
		Action Steps	-			
			First Nine Week Check	First Nine Week Check	During Nine Weeks	
			Second Nine Week Check			
				Second Nine Week Check		
			Third Nine Week Check			
				Third Nine Week Check		

2011 School Impr	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
			Who		2-3x Per Year	
			WIIO		Z JATOT TOUT	
					<u> </u>	
			<u>How</u>			
			-			
			First Nine Week C	heck First Nine We Check	ek During Nine Weeks	
				<u>Check</u>		
			G 131' W 1	Cl. 1		
			Second Nine Week	Cneck		
				Second Nine V Check	Week_	
				<u>Check</u>		
			Third Nine Week (Check_		
			-			
				Third Nine W	eek	
				<u>Check</u>	_	
				-		
				L		

	Based on the analysis of student	Anticipated	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
	achievement data, and reference							
	to "Guiding Questions", identify and define areas in need of			Who and how will the fidelity	How will the evaluation tool			
	improvement for the following			be monitored?	data be used to determine the			
	subgroup:				effectiveness of strategy?			
	suogroup.			Nine Week Check			1	
					Nine Week Check		1	
				What is the level of strategy			1	
					What is the level of strategy		, ·	ı
					effectiveness? What do you plan		, ·	ı
- 1					to do with the data?		1 ,	1

2010-2011 School Imp	provement i	<u> 1an (SIP)-F</u>	orm SIP-1				
5D. Student subgroups	Math Goal	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
not making Adequate	#5D:						
Yearly Progress (AYP) in			Strategy	Who_		2-3x Per Year	
math	Students						
	with			ESE Specialist,	PLC teams will	<u> </u>	
	Disabilities	Callacting Date	SWD's' reading	APC,	monitor the increase in the number of our	FAIR	
Math Goal #5D:	(SWD)	with Fidelity	comprehension will	APC,	students reaching at	FAIR	
		with Fidelity	improve by better	Principal	least 80% mastery on		
			connecting individual	r r	units of instruction.		
			needs to instruction as	Teachers			
		Teachers'	outlined in the individual				
			IEP's		DI C C :::: 4 :::11		
		of correctly completing the		How	PLC facilitator will share data with LT	During Nine Weeks	
		IEP and FBA/		<u>How</u>	who will in turn	During Nine weeks	
		PBIP	Action Steps	IEP progress reports	review assessment	Unit assessments	
					data for positive		
			L	Reviewed by APC	trends at least once per		
					nine weeks.	L	
		Multiple Preps	Teachers will receive a series of trainings from			Nine weeks grades	
			"the ground up" on	IEP's reviewed by grade			
			IEP development, goal	level PLC"s monthly	ESE specialist will log		
		Student	writing, writing present	iover i de s monum	IEP deficiencies found		
		Behavior	levels, and utilizing data		during individual		
			to generate the goals.		reviews and report		
				Annual IEP's reviewed 30	to Principal for each		
				days prior to lapse date by ESE specialist to ensure	teacher		
			The individual goals of	compliance and fidelity of			
			students will be shared	IEP's			
			and discussed at monthly				
			PLC meetings between				
			teachers including (CTE				
			teachers) to ensure that	First Nine Week Check			
			all IEP goals, strategies and accommodations are				
			being implemented with		First Nine Week		
			fidelity.		Check_		
				Second Nine Week Check			
			Students will receive an				
			IEP progress report to				
			inform parents of the				

<u> 2010-2011 School Imp</u>	rovement P	1an (51P)-r	0FIII 51F-1				
_			student's progress toward				
			these goals	Third Nine Week Check	Second Nine Week		
					Check_		
				F			
			A				
			Across all content areas, PLC's will write SWD				
			SMART based on each				
			nine weeks of material-				
			ie 75 of our students will				
			score an 80% or above on		Third Nine Week		
			each unit of instruction.		Check		
					<u> </u>		
			Areas that are identified				
			from mini and teacher-				
			made course assessments				
			will be shared during				
			PLC's and areas needing				
			to be re-taught will be				
			identified along with				
			additional strategies/				
			techniques utilizing DI				
	2011 Current	2012 Expected					
	Level of	Level of					
		Performance:*					
Since all of our students are							
classified as SWD, the above							
goals continue as appropriately salient							
sanent							
		C = 1					
	See 5A	See 5A					

2010-2011 School Improv	ement Plan (SIP					
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		Strategy	Who		2-3x Per Year	
					-	
			<u>How</u>			
		Action Steps	-			
			First Nine Week Check	First Nine Week Check	During Nine Weeks	
			Second Nine Week Check			
				Second Nine Week Check		
			Third Nine Week Check			
				Third Nine Week Check		

2010-2011 School Improver						
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		Strategy	Who_		2-3x Per Year	
					-	
			<u>How</u>			
		Action Steps	-			
			First Nine Week Check	First Nine Week Check	During Nine Weeks	
			Second Nine Week Check	_		
				Second Nine Week Check		
			Third Nine Week Check			
			<u> </u>			
				Third Nine Week Check		

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

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Improvement Plan (SIP)-Form SIP-1 or PD Activity

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

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for

Monitoring

and/or PLC Focus

and/or PLC Leader (e.g., PLC, subject, grade level, or

school-wide)

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

meetings)

Instructional Materials and Technology for NGSSS

Grades 6-9

Math SAL

Math Teachers

Professional Study Day and one early release day each in September, October and

Walk through observations conducted Administrative team

by administrators

November

Mathamatics Rudget

Mathematics Budget			
Include ELP, school allocation from			
District, Internal funds, Title I, PTSA			
funds, Grants, ELL funds, Technology			
funds, etc, additional units/dollars from			
District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

Science Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
- What benchmarks/strands, by grade level, showed non-proficiency?
- How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
- How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?

- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

SCIENCE GOALS	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Nine Week Check What is the level of strategy implementation? What do	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? Nine Week Check What is the level of strategy effectiveness? What do you plan to do with the data?	Student Evaluation Tool	

<u> 2010-2011 School Imp</u>	i e		ì		i	•
1. Students achieving	1.1.	1.1.	1.1.	1.1.	2xPer Year District	
proficiency (FCAT Level					-Level baseline and	
3) in science		Strategy	Who Admin.Team, PLC	PLC's will review mini and	mid-year tests	
			Facilitator all teachers	unit assessments and log the		
	Our three			increase of students reaching		
Science Goal #1:	science			at least 80% mastery on units		
Science Goai #1.	teachers are not			of instruction. PLC chair		
	knowledgeable			will share data with LT for		
		curriculum so		1	Nine weeks: mini-	
	the science	that students	<u>How</u>		assessments and unit	
	concepts	can develop			assessments	
		problem-	The teachers will be			
		solving	provided training in the			
		strategies	formulation and			
	inquiry –based		implementation of PLC's			
	instruction		and DI through work			
		thinking	shops the administration	<u>J</u>		
		skills while	schedules on Saturdays (9/	1		
	exploring,	constructing	11/10, and 11/14/10)and			
			pays for through Title 1			
		about the	funds to these purposes.			
		scientific	Teachers will be trained			
	higher order	•	to write SMART goals individually and how to	First Nine Week Check		
	questioning. PLC meetings	content being	analyze them as part of	First Nine Week Check		
		the vehicle	their respective PLC's (ie.			
			75% of the students will			
	this year and	reading and	score 80% or above on			
	focusing	concept	each unit of instruction to			
			show mastery/proficiency-			
		development.	C((CTE courses)) in each			
		To achieve		Second Nine Week Check		
			time instructing students	Total Check		
		hands-on,	using the core curriculum			
			with IEP accommodations			
	tertiary goal to		through sharing,			
			researching, teaching			
		per unit of	guiding and modeling			
		instruction-	best practice strategies			
		with the goal		Third Nine Week Check		
		of at least one	Teachers will utilize end-			
		such hands-	of unit assessments and			
		on activity	share this data at bi-			
		per every two	weekly PLC meetings so			
		weeks being	that they can discuss and			
		implemented.	revise their instructional			

2010-2011 School Improvement Plan (SIP)-Form SIP-1 strategies for re-teaching Action Steps: and possible tutorial We hired two intervention purposes. new science Teachers will provide DI to those students who teachers- one certified and have not mastered the one with an concepts/materials of agreement each unit through this to earn who process based on the data are both derived from these enthusiastic assessments and about the discussed in the PLC programs of meetings through learning and remedial and enrichment engagement instructional activities. we are building here at Carver. For those student still not Teachers will demonstrating mastery, attend SAL in-school tutorial, ELP/ meetings Saturday Academy and/ monthly or SES tutorial services to garner will be recommended and important provided. information for their content areas, not the least of all in Science First Nine Week Check Second Nine Week Check Third Nine Week Check

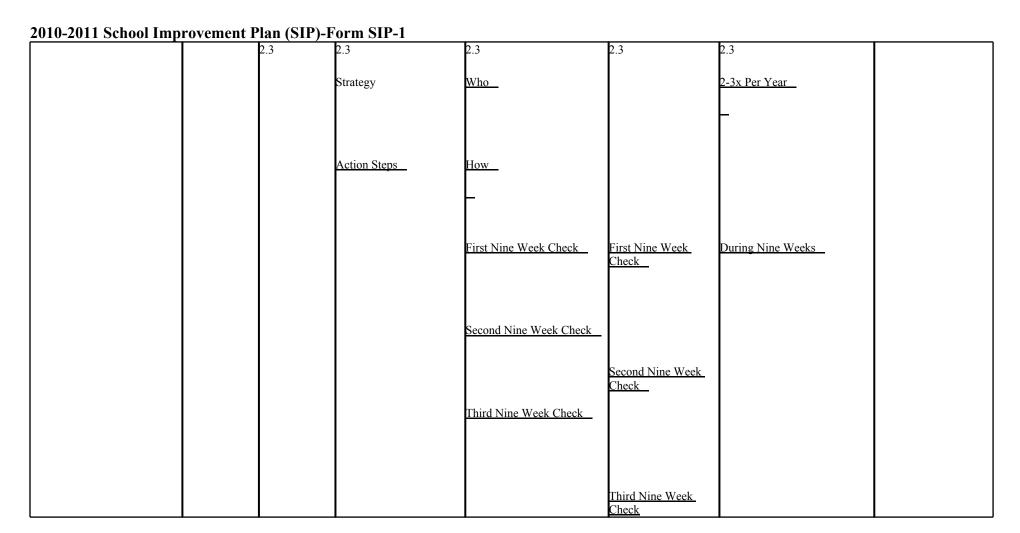
Standard Curriculum students scoring a level 3 or higher wil increase from from 0% to 20%	1			
	2%	20% (20)		

2010-2011 School Improvement Plan (SIP)-Form SIP-1 1.2. 1.2. 1.2. 1.2. Strategy Who 2-3x Per Year Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1							
		1.3.	1.3.	1.3.	1.3.	1.3.	
			Strategy	<u>Who</u>		2-3x Per Year	
			~				
			Action Steps	How			
				F			
				First Nine Week Check		During Nine Weeks	
					Check		
				Second Nine Week Check			
					Second Nine Week		
					Second Nine Week		
					Check_		
				Third Nine Week Check			
				_			
					Third Nine Week		
					Check		
Based on the analysis of student	Anticipated	Stratogy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
	Barrier	Strategy	Fluenty Check	Strategy Data Check	Student Evaluation 1001		
achievement data, and reference	Багтег						
to "Guiding Questions", identify			Who and how will the fidelity	How will the evaluation tool			
and define areas in need of			be monitored?	data be used to determine the			
improvement for the following				effectiveness of strategy?			
group:			Nine Week Check				
				Nine Week Check			
			What is the level of strategy	Time Week Cheek			
			implementation? What do	What is the level of strategy			
			you plan to do with the data?	effectiveness? What do you plan			
				to do with the data?			
				to do with the data?			

2010-2011 School Imp	rovement P	tan (SIP)-r	orm SIP-1			
2. Students achieving	2.1.	2.1	2.1.	2.1.	2.1.	
above proficiency						
The state of the s		Strategy	Who		2-3x Per Year	
(FCAT Levels 4 and 5) in			1110			
science						
science					Γ	
G : G 1//2						
Science Goal #2:		Action Steps.	How_			
			_			
			First Nine Week Check	First Nine Week Check	During Nine Weeks	
			riist mile week check	riist innie week check	During Nine weeks	
			Second Nine Week Check	<u>L</u>		
				Second Nine Week Check		
			Third Nine Week Check			
				Third Nine Week Check		
	2011 Current	2012 Expected				
	Level of	Level of				
	Performance:*	Performance:*				

2010-2011 School Improvement Plan (SIP)-Form SIP-1 2.2. 2.2. 2.2. 2.2. Strategy Who 2-3x Per Year Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check



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

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

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

PD Content /Topic Grade Level/

Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

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

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

meetings)

Science Budget

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

		•	.
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Science Goals

Writing Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)?
- What are the anticipated barriers to students achieving AYP on the 2012 FCAT?
- Which student subgroups did not achieve AYP targets on the 2011FCAT?
- What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2012 FCAT?
- What strategies will be used to ensure students achieve AYP on the 2012 Writing FCAT?
- What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in writing scores?
- How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?
- How will focus lessons be developed and revised to increase and maintain writing scores?

- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

WRITING	Problem-				
GOALS	Solving				
	Process to				
	Increase				
	Student				
	Achievement				

	2010 2011 2010 01 1110 1 1011 211 1										
Based on the analysis of	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool						
student achievement data,											
and reference to "Guiding			Who and how will the fidelity	How will the evaluation tool							
Questions", identify and			,				1				
define areas in need of			be monitored?	data be used to determine the							
				effectiveness of strategy?							
improvement for the			Nine Week Check	2,5							
following group:			Time Week Cheek	Nine Week Check							
				Nille Week Check		i	1				
			What is the level of strategy								
			implementation? What do	What is the level of strategy							
			you plan to do with the data?	effectiveness? What do you plan	il e		1				
1			_	to do with the data?							

1. Students 1.1. 1.1. 1.1. 1.1. 1.1.	
achieving Adequate	
Yearly Progress Strategy Who 2-3x Per Year	
Tearly 110gress Strategy Willo	
(ECAT Level Teachers Writing skills will Principal PLC's will identify trends in Month student	
leak drill and improve through htrangths and definionaics in demand writing	
3.0 and above in understanding of the implementation APC student writing performance daily drafts and	
writing) the FCAT writing of best practices and collaborate to modify conferencing notes	
Assessment and of writing, which Guidance the instructional calendar to from teachers	
scoring rubric include: PLC provide DI as appropriate	
Writing Goal #1: instructional SAL's	
calendars,	
Differentiated Teachers	
Students in LA Instruction, and PLC's will review monthly	
have not had effective holistic writing prompts to determine	
FCAT writing scoring methods number/percentage of	
training being utilized How students scoring at/above	
proficiency as determined by	
Classroom walk-throughs the rubric and will chart this <u>During Nine Weeks</u>	
observing utilization of progress.	
Teachers do not Action Steps this strategy	
have confidence	
utilizing holistic	
scoring rubrics PLC Facilitator will share	
LA teachers will Evidence of strategies in these trends and this data	
attend district teachers' lesson plans as with LT for review of	
level writing seen during walk through positive trends	
Teachers have trainings. observations	
not been trained	
in Guided,	
Modeled, Shared, PLC's will participate in	
Independent and Our entire faculty Pop-in observation tool rubric norming sessions with	
mini workshop will be trained student papers to identify	
writing strategies by Lisa Cobb on teacher barriers impeding	
the FCAT writing effective holistic scoring and	
assessment and the to identify students' writing	
scoring rubric strengths and weaknesses.	
parting the state of the state	
First Nine Week Check	1
LA teachers will Teachers will utilize this data	1
participate in to differentiate instruction	
practice sessions and to identify students in	l '
for scoring and need of 1-on-1 tutoring in	
will share these writing	l '
during PLC's Second Nine Week Check	l '

2010-2011 School	improvemen	it Pian (SIP)-r	orm Sir-i		4	
2010-2011 School	Improvemen	All Teachers will practice scoring	Third Nine Week Check	First Nine Week Check		
		ie.		Second Nine Week Check		
		ic.		Decond Trille Week Cileuk		
		40% 0f the				
		students will score				
		3.0 or above on the				
		monthly formative				
		writing prompt				
		for the first nine				
		weeks		Third Nine Week Check		
In grades 6-8, the	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
percentage or irri	of Performance:*	of Performance:*				
Curriculum students						
scoring a level 3 or higher on the 2012						
FCAT Writing will						
increase from 45% to						
60%						
	45%	60%				
	(18)	(18)				

2010-2011 School Improvement Plan (SIP)-Form SIP-1 1.2. 1.2. 1.2. 1.2. 1.2. Strategy Who 2-3x Per Year Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week

Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1									
	1.3.	1.3.	1.3.	1.3.	1.3.				
	Strategy	Who		2-3x Per Year	2-3x Per Year				
				_					
				_	_				
	Action Steps	<u>How</u>							
		L							
					D. alas Nijas W. alas				
		First Nine Week Check	First Nine Week Check	During Nine Weeks	During Nine Weeks				
		Second Nine Week Check	_						
			Second Nine Week Check						
			occond rame week check						
		Third Nine Week Check							
			Third Nine Week Check						
Based on the analysis of student achievement data,	pated Barrier Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool					
and reference to "Guiding Questions", identify and		Who and how will the fidelity	How will the evaluation tool						
define areas in need of			data be used to determine the effectiveness of strategy?						
improvement for the following group:		Nine Week Check	Nine Week Check						
		What is the level of strategy implementation? What do	What is the level of strategy						
		you plan to do with the data?	effectiveness? What do you plan						
	ļ		to do with the data?						

2010-2011 School	Improvemen	t Plan (SIP)-F	orm SIP-1			
2. Students	1.1.	1.1.	1.1.	1.1.	1.1.	
achieving above						
proficiency		Strategy	Who		2-3x Per Year	
proficiency		Strategy	WIIO		2-3x 1 cl 1 cal	
	Teachers	Writing skills will	Principal	PLC's will identify trends in	Month student	
(FCAT Level 4.0 –	lack skill and	improve through			demand writing,	
6.0 in writing)		the implementation			daily drafts and	
	the FCAT writing		AIC		conferencing notes	
1			Guidance		from teachers	
Writing Goal #2:	scoring rubric	include: PLC	Guidance		nom teachers	
Witting Goal #2.	scoring rubric		CAT?	provide DI as appropriate		
			SAL's			
		calendars,				
	a	Differentiated	Teachers			
	Students in LA	Instruction, and		PLC's will review monthly		
1	have not had	effective holistic		writing prompts to determine		
1		scoring methods		number/percentage of		
1	training	being utilized	How	students scoring at/above		
1				proficiency as determined by		
1					During Nine Weeks	
1			observing utilization of	progress.		
1	Teachers do not	Action Steps	this strategy			
	have confidence					
	utilizing holistic	L				
	scoring rubrics			PLC Facilitator will share		
		LA teachers will	Evidence of strategies in	these trends and this data		
		attend district	teachers' lesson plans as	with LT for review of		
		level writing	seen during walk through	positive trends		
	Teachers have	trainings.	observations	ĺ		
	not been trained					
	in Guided,					
	Modeled, Shared,			PLC's will participate in		
		Our entire faculty		rubric norming sessions with		
	mini workshop	will be trained	P	student papers to identify		
		by Lisa Cobb on		teacher barriers impeding		
		the FCAT writing		effective holistic scoring and		
		assessment and the		to identify students' writing		
		scoring rubric		strengths and weaknesses.		
		50011118 1410110		bu engins and weathresses.		
	Teachers and		First Nine Week Check			
		LA teachers will	Hot Mile Wook Chock	Teachers will utilize this data		
		participate in		to differentiate instruction		
	of progress in	practice sessions		and to identify students in		
	writing skills	for scoring and		need of 1-on-1 tutoring in		
	WITHING SKIIIS	will share these		writing		
		during PLC's	Second Nine Week Check	_		

2010-2011 School	Improvemen	it Plan (SIP)-F	orm SIP-1			
		All Teachers will practice scoring papers during these PLC's.	Third Nine Week Check			
		I LC S.		First Nine Week Check		
		Based on baseline data from the first writing sample, PLC's will write SMART goals for				
		each nine weeks- ie.		Second Nine Week Check		
		40% 0f the students will score 3.0 or above on the monthly formative				
		writing prompt for the first nine weeks		Third Nine Week Check		
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
In grades 6-8, the percentage of all curriculum students						
scoring at or above a level 4 on the 2012 FCAT writing test will increase from 2% to 30%.						
	2%	30%				
	(1)	(10)				

2010-2011 School Improvement Plan (SIP)-Form SIP-1 2.2. 2.2. 2.2. 2.2. 2.2 Strategy Who 2-3x Per Year Action Steps How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

Second Nine Week Check

Third Nine Week Check

Strategy Data Check

data be used to determine the

Nine Week Check

effectiveness of strategy?

What is the level of strategy

to do with the data?

Fidelity Check

Nine Week Check

What is the level of strategy

implementation? What do

be monitored?

Who and how will the fidelity How will the evaluation tool

you plan to do with the data? effectiveness? What do you plan

Second Nine Week

Third Nine Week

Student Evaluation Tool

Check

Check

June 2010	
Rule 6A-1.099811	
State Revised May 28, 2010	
Hillsborough Revised July 22, 2	01

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

<u> 2010-2011 Schoo</u>					•		
3A. Student	Writing Goal	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
subgroups not	#3A:						
making Adequate			Strategy	<u>Who</u>		2-3x Per Year	
Yearly Progress	Ethnicity						
(AYP) in writing		See 1.1	See 1.1		See 1.1	See 1.1	
	(White, Black, Hispanic, Asian,			See 1.1			
Writing Goal #3A:	American Indian)		Action Steps	<u>How</u>			
				-			
				First Nine Week Check	First Nine Week Check	During Nine Weeks	
				Second Nine Week Check	Second Nine Week		
				Third Nine Week Check	Check		
					Third Nine Week Check		

2010-2011 School Improvement Plan (SIP)-Form SIP-1									
	2011 Current Level	2012 Expected Level							
	of Performance:*	of Performance:*							
The Lie AXD									
The black AYP									
subgroup is our									
majority subgroup, so									
the above goals hold									
steady for this goal.									
1									
1									
The white and									
Hispanic sub groups									
will increase from									
10% and 0%,									
respectively, to 60%									
and 50% seeming a									
and 50% scoring a									
Level 3 or above on									
the FCAT Writes									
	White: 10 (2)	White: 60% (6)							
	Black:	Black:							
	Hispanic: 0% (2)	Hispanic: 50% (1)							
	(2)	(1)	1						
	Asian:	Asian:							
	American	American							
	Indian:	Indian:							
	rnuian.	r 11 ta 14 11 .							

2010-2011 School Improvement Plan (SIP)-Form SIP-1

BA.2.

BA.2. 3A.2. 3A.2. 3A.2. Strategy Who 2-3x Per Year How Action Steps First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010-2011 School							
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
			G	****		2.2 P. W	
			Strategy	<u>Who</u>		2-3x Per Year	
						_	
				* *			
				<u>How</u>			
			Action Steps	<u>_</u>			
				First Nine West Charl	Dinat Nin - Wt - 1	D. alas Miss West a	
				First Nine Week Check		During Nine Weeks	
					Check_		
				Second Nine Week Check			
				Second Nine week Check			
					Second Nine Week		
					Check		
					CHOCK		
				This 1 Nices West Chard			
				Third Nine Week Check			
				_			
1							
1							
1					Thind Nine Weel.		
1					Third Nine Week		
					<u>Check</u>		
Based on the analysis of	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
student achievement data,							
and reference to "Guiding			W/h = === 4 h ======:11 4h = 6° 1 124	[[]			
Questions", identify and			Who and how will the fidelity	now will the evaluation tool			
define areas in need of				data be used to determine the			
improvement for the			N: N: C:	effectiveness of strategy?			
following subgroup:			Nine Week Check	*** *** * ~~ .			
				Nine Week Check			
			What is the level of strategy				
			implementation? What do	What is the level of strategy			
			you plan to do with the data?	effectiveness? What do you plan			
				to do with the data?			

2010-2011 School							
		3B.1.	See 1.1	3B.1. See 1.1	3B.1. See 1.1	3B.1. See 1.1	
	#3B:						
making Adequate				Who		2-3x Per Year	
Yearly Progress	Economically						
(AYP) in writing	Disadvantaged					–	
	_	See 1.1					
		Sec 1.1					
Writing Goal #3B:				How			
				L			
				First Nine Week Check	First Nine Week	During Nine Weeks	
					Check		
				Second Nine Week Check			
					Second Nine Week		
					Check_		
				Third Nine Week Check			
				L			
					Third Nine Week		
					Check		
The economically	2011 Current Level	2012 Expected Level			_		
disadvantaged AYP all	of Performance:*	of Performance:*					
curriculum subgroup							
will increase from 45% to 60% scoring a							
level 3 or above on the							
FCAT Writes.							

45%	60%					
(23)	(18)					
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		Strategy	Who_		2-3x Per Year	
					F 1	
			Hav			
			<u>How</u>			
		Action Steps	<u> </u>			
			First Nine Week Check	First Nine Week Check	During Nine Weeks	
			Second Nine Week Check			
				Second Nine Week		
			Third Nine Week Check	Check		
			Third Nine Week Check			
				Third Nine Week Check		

2010-2011 SCHOOL	2010-2011 School Improvement Plan (SIP)-Form SIP-1						
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
			Strategy	Who		2-3x Per Year	
						_	
				How			
			Action Steps				
			Action Steps	_			
				First Nine Week Check	First Nine Week	During Nine Weeks	
				riist wille week check	Classia	During Nine weeks	
					Check_		
				G 137 W 1 G 1			
				Second Nine Week Check			
					Second Nine Week		
					Ct 1		
					Check_		
				Third Nine Week Check			
				_			
					Third Nine Week		
					Class 1		
					Check_		
Based on the analysis of	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		l
student achievement data,							
and reference to "Guiding			X71 11 31.4 63.22	m ma teles			
Questions", identify and			Who and how will the fidelity	now will the evaluation tool			
define areas in need of				data be used to determine the			
improvement for the				effectiveness of strategy?			
following subgroup:			Nine Week Check				
Tollowing subgroup.				Nine Week Check			
			What is the level of strategy				
			implementation? What do	What is the level of strategy			
			you plan to do with the data?	effectiveness? What do you plan			
			par par to do with the data:	to do with the data?			
				to do with the data:			

2010-2011 School	<u>ımprovemen</u>	t Pian (SIP)-r	orm SIP-1				
3C. Student	Writing Goal	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.	
subgroups not	#3C:						
making Adequate			Strategy	Who		2-3x Per Year	
Yearly Progress	English						
1	Language					_	
	Learners (ELL)						
	,						
Writing Goal #3C:				How			
				110 W			
			Action Steps				
				First Nine Week Check	First Nine Week	During Nine Weeks	
				FIRST NINE WEEK CHECK	Check	During Nine Weeks	
					Check		
				Second Nine Week Check			
					Second Nine Week		
					Check		
				Third Nine Week Check			
				-			
					Third Nine Week		
					Check_		
	2011 Current Level	2012 Expected Level					
	of Performance:*	of Performance:*					
NA- no ELL students							
	NA	NA					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

| BC.2. BC.2. 3C.2. 3C.2. 3C.2. Strategy Who 2-3x Per Year How Action Steps First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010-2011 School Improvement Plan (SIP)-Form SIP-1 BC.3. BC.3. 3C.3. 3C.3. 3C.3. Who 2-3x Per Year How First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

2010 2011 School	Timpi o , cimen,	t 1 1011 (S11) 1	OTTE STEE			
Based on the analysis of	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
student achievement data,						
and reference to "Guiding			Who and how will the fidelity	(Have will the avaluation tool		
Questions", identify and			_			
			be monitored?	data be used to determine the		
define areas in need of				effectiveness of strategy?		
improvement for the			Nine Week Check			
following subgroup:			Time Week eneek	Nine Week Check		
				Nine week Check		
1			What is the level of strategy			
			implementation? What do	What is the level of strategy		
			you plan to do with the data?	effectiveness? What do you plan		
1				to do with the data?		

3D. Student	Writing Goal	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
ubgroups not	#3D:					
naking Adequate			Strategy	Who		2-3x Per Year
Yearly Progress	C4dom#=:41-		Statogy	1,110		<u> </u>
(AYP) in writing	Students with			ESE Specialist,	PLC teams will	
(A11) iii writing	Disabilities			ESE Specianse,	monitor the increase	_
	(SWD)	Collecting Data	SWD's' reading	APC,	in the number of our	FAIR
			comprehension will	, ,	students reaching at	
Writing Goal #3D:				Principal	least 80% mastery on	
			connecting individual		units of instruction.	
			needs to instruction as	Teachers		
		Teachers'	outlined in the individual			
			IEP's			
		of correctly		ĺ	PLC facilitator will	
		completing the IEP		How_		During Nine Weeks
		and FBA/PBIP			who will in turn	
			Action Steps	IEP progress reports	review assessment	Unit assessments
					data for positive	
			_	Reviewed by APC	trends at least once per	
		Multiple Preps		i i	nine weeks.	
			Teachers will receive a			Nine weeks grades
			series of trainings from			
				IEP's reviewed by grade		
				level PLC"s monthly	ESE specialist will log	
			writing, writing present		IEP deficiencies found	IEP review Notes
			levels, and utilizing data		during individual	
			to generate the goals.	l	reviews and report	
				Annual IEP's reviewed 30	to Principal for each	
				days prior to lapse date by	teacher	
			The indicator and a c	ESE specialist to ensure		
			The individual goals of students will be shared	compliance and fidelity of IEP's		
			and discussed at monthly	ILF S		
			PLC meetings between	ĺ		
			teachers including (CTE	ĺ		
				First Nine Week Check		
			all IEP goals, strategies	THE THIC THER CHECK		
			and accommodations are	ĺ		
			being implemented with	ĺ	First Nine Week	
			fidelity.		Check_	
				Second Nine Week Check		
			Students will receive an			
			IEP progress report to	ĺ		
	<u> </u>		inform parents of the			

2010-2011 School	ol Improvemer	it Plan (SIP)-F	orm SIP-1			
			student's progress toward			
				Third Nine Week Check	Second Nine Week	
					Check	
				Γ		
			Across all content areas,			
			PLC's will write SWD			
			SMART based on each			
			nine weeks of material-			
			ie 75 of our students will			
			score an 80% or above on		Third Nine Week	
			each unit of instruction.		Check	
			each unit of instruction.		CHECK	
			Areas that are identified			
			from mini and teacher-			
			made course assessments			
			will be shared during			
			PLC's and areas needing			
			to be re-taught will be			
			identified along with			
			additional strategies/			
			techniques utilizing DI			
	2011 Current Level	2012 Expected Level				
	of Performance:*	of Performance:*	1			
	Z Z OHOHMANOO.					
See goal 1.1 above,						
since all of our						
students are SWD						
	10%	30%				
	1070	50 70				
	(5)	(15)				
1	KS)					

2010-2011 School Improvement Plan (SIP)-Form SIP-1

BD.2.

BD.2. 3D.2. 3D.2. 3D.2. Strategy Who 2-3x Per Year How Action Steps First Nine Week Check First Nine Week During Nine Weeks Check Second Nine Week Check Second Nine Week
Check Third Nine Week Check Third Nine Week Check

3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
	Strategy	Who_		2-3x Per Year	
				-	
	Action Steps	<u>How</u>			
	Action Steps	T .			
		First Nine Week Chec	<u>First Nine Week</u> <u>Check</u>	During Nine Weeks	
		Second Nine Week Cl	heck_		
			Second Nine W	eek_	
		Third Nine West Che	<u>Check</u>		
		Third Nine Week Che	<u>cck</u>		
		Γ			
			Third Nine Wee	<u>ek</u>	

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

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Improvement Plan (SIP)-Form SIP-1 or PD Activity

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

professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Writing Rubric Training and Scoring	6-9	District	LA T's and SAL's from Middle and High School Grade Levels	Monthly SAL Meetings and Calibration Trainings	Pop-ins and CWT's, PLC Journal Note	esPrincipal and Assistant Principal
In-School PD on Scoring Sample Papers and Recalibrating their Scoring	6-9	SAL- HS	LA T's from MS and HS Levels	September, November and January- Planning Times Once Biweekly	CWT's and Samples of Scorings share with Administration on a Monthly bas	

Writing Budget

writing buuget			
Include ELP, school allocation from			
District, Internal funds, Title I, PTSA			
funds, Grants, ELL funds, Technology			
funds, etc, additional units/dollars from			
District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

2010 2011 School Improvement 1 ii		1	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Writing Goals

Engagement Goals

Attendance Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2010-2011?
- How many students had excessive tardies (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2010-2011?

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

<u> </u>				0 0	<u> </u>	
ATTENDANCE GOAL(S)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

2010-2011 Schoo							
	1.1.Students'	1. The	 APC will run 	1.		1.1.Daily tardy and	
	Behavior	Administrative		1	will examine attendance	attendance reports.	
Attendance Goal #1:		team will meet	meetings bi-weekly	1	records daily and share		
Attendance Goal #1.	And Suspension	with the social	with appropriate	1	with Attendance team		
	rate	workers and	reports and maintain	1	on a weekly basis. Data		
	iale	attendance	corresponding	1	211.1 1 1 1.1.1	We will be the first	
		committee	database with input	1	41 7 77	ESE center in the	
		(subset of	from guidance	1	C 1		
		LT) to review	counselor and social	1	1:	county to implement	
	Lack of adequate	attendance	workers	1		ed-line for EGP/	
	FBA/PBIP	records bi-	Workers	1	students who are in need	EASI and Attendance	
	development and	weekly		1	of further interventions	gathering/reporting-	
	implementation	WCCKIY		1		to bring us out of the	
1	and subsequent			1		dark ages and in line	
	alternative	To make sure		1		with the traditional	
	intervention	that all steps		1		schools. Teachers will	
		are being		1		take period-by period	
		implemented		1		electronic attendance	
		with fidelity		1		for better ease of	
	Geographic Area	and to discuss		1		access for monitoring	
	of students'	identified		1		by administration	
	residences we pull	and targeted		1			
	from	students.		1		Secretaries and social	
		These		1		worker will call <u>all</u>	
		students'		1		absent students (not	
		names will be		1		suspended) daily.	
				1		SW will make a	
		Kept on a		1		home visit at five	
1		data base to		1		absence and students	
1		monitor the		1		will be withdrawn	
1		effectiveness		See		after 10 consecutive	
		of attendance				unexcused absences.	
1		interventions		1		Plc's will monitor	
		and to identify		1		tardies, AWOLs	
		students		1		and Absences on a	
		in need of		1		weekly basis for data	
		support		1		collection and analysis	
		beyond		1		conection and analysis	
				1			
1		school-wide		1			
1		initiatives		1			
1				1			
1				1			
		ъ ч					
		Daily					
		attendance					
1		reports will		1			
		be monitored					

2010-2011 Schoo	<u>i improvemei</u>		0fiii 51f-1		
		daily to			
		identify those			
		students			
		absent.	See 1.1		
		Teachers and			
		paraprofes			
		sionals will			
		call students			
		who have			
		who have			
		missed two			
		consecutive			
		days of school			
		and who			
		have not been			
		suspended			
				See 1.1	
	2011 Current	2012 Expected Attendance Rate:*			
	Attendance Rate:*	Attendance Rate:*			
To increase overall					
attendance from					
74% in the 2010-					
2011 school year to					
80% in the 2011-					
2012 school year.					
TEL 1 6					
The number of					
students who have					
10+ unexcused					
tardies will decrease	,				
from 24 in 2009-					
2010 to 12 in 2010-					
2010 to 12 iii 2010-					
2011					
	74%	80%			
		DO / 0			

2011 Current Number of Stude with Excessive Absences	2012 Expected ents Number of Students with Excessive Absences		
(10 or more)	(10 or more)		
32	18		
2011 Current Number of Students with Excessive Tardie	2012 Expected Number of Students with Excessive Tardies (10 or more)		
15	10		

2010-2011 SCHOOL	1			1.2. See 1.1	1.2. See 1.1	1.2. See 1.1	I
		1.2.300 1.1	2.	1.2. Sec 1.1	1.2. 500 1.1	1.2. See 1.1	
			When a student reaches				
			7 days of unexcused				
			tardies/absences, parents/				
			guardians are notified via				
			guardians are notified via				
			mail and a conference will				
			also be held.				
			At fifteen such tardies/				
			absences, the students'				
			parents/guardians will be				
			parents/guardians will be				
			notified via certified mail				
			that subsequent absences				
			must be accompanied				
			by a doctor's or other				
			reason as outlined in the				
			student handbook and				
			that an administrator must				
			approve of excusing the				
			absence/tardy. A parent				
			ausence/taluy. A parent				
			conference will also be				
			held to discuss these				
			procedures and to create a				
			plan to assist the student				
			in improving his/her				
			attendance/tardies				
1					I		I

3. S	See 1.1 4 All teache		1.3.	1.3.	
	turn in tar				
	absences of	on a period-			
	by-period				
	during the				
	second nir				
	of school				
	administra				
	to monitor	•			
	Students who h				
	identified as pro				
	school, but as a				
	to an individual				
	be reported to t				
	Any AWOL stu				
	will be followe				
	respective class				
1 1	and reported to	the office.			

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

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

PD Content /Topic Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

meetings)

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Improvement Plan (SIP)-Form SIP-1 Attendance plan for Administrators Principal and Administrators, then all faculty

School

Social Workers

Pre-Planning, 8/16/10 and September

Review plan and aggregate student Administrative and Attendance data each month to determine efficacy/ teams success and areas of needed adjustment/ alterations

Attendance Budget

Description of Resources	Funding Source	Available Amount
Food, snacks and drinks of Fridays after lunch to be "purchased" with earned Tiger Tickets for attendance, behavior and academics End of semester field trips for students reaching 80% attendance criteria and no suspensions	Success for Kids Grant	\$1,200
	Success for Kids Grant	\$600
Description of Resources	Funding Source	Available Amount
	Food, snacks and drinks of Fridays after lunch to be "purchased" with earned Tiger Tickets for attendance, behavior and academics End of semester field trips for students reaching 80% attendance criteria and no suspensions	Food, snacks and drinks of Fridays after lunch to be "purchased" with earned Tiger Tickets for attendance, behavior and academics End of semester field trips for students reaching 80% attendance criteria and no suspensions Success for Kids Grant Success for Kids Grant Success for Kids Grant

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Suspension Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What was the total number of in-school suspensions for 2010-2011?
- What was the total number of out-of school suspensions for 2010-2011?
- What was the total number of students suspended in school in 2010-2011?
- What was the total number of students suspended out of school in 2010-2011?
- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2011-2012?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2011-2012?

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

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

2010-2011 Schoo		t 1 ian (311)-r		i	1	
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1	
Suspension Goal #1:						
Suspension Goal #1.						
	Additional training	Positive Behavior	LT behavior sub-group-	M/M committee will review		
				data on ODR's weekly and a		
1				suspension list kept daily for		
	implementation on				and CWT Pop-	
	a standard, uniform				in Observation	
		and rules as set			Summaries	
		by the Managing				
			Administrative Team			
	school.	Committee of the				
	School.	LT.		CWT's will monitor the		
				use of point level chart		
				references and use of point		
	School and			sheets		
		CHAMPS				
	need to be enforced					
		be taught to staff				
		and opportunities				
		for developing				
		and implementing				
		common CHAMPS				
		goals during pre-				
	Point level	planning and				
1		PD workshops				
		provided.				
	paraprofessionals					
	on a daily basis and					
	students will be					
	notified of points					
	and levels on a					
	daily basis through					
	this and their point					
	sheets.					

2010-2011 Schoo			orm SIP-I		
The total number of in-	2011 Total Number	2012 Expected			
school suspensions will	of	Number of			
increase from 55 in 2010-					
2011 to 100 in 2011-2012					
2011 10100 111 2011 2012	In -School	In- School			
1	Suspensions	Suspensions			
1					
1					
The total number of					
students actually receiving	,				
in-school suspensions will					
increase from 55 in 2010-					
2011 to 10 in 2011-2012.	1				
2011 to 10 in 2011-2012.					
L					
The total number of out-					
of-school suspensions					
will decrease from 225					
in 2010-2011 to 100 in					
2011-20112					
The total number					
of students					
receiving out-of-					
school suspension					
will decrease from					
35 students in 2010-	1				
2011 to 25 students					
in 2011-2012					
	 				
	55	100			
	2010 Total Number	2012 Expected			
	of Students	Number of Students			
	Suspended	Suspended			
1	•				
		L			
	<u>In-School</u>	<u>In -School</u>			
	18	10			
	2011 Number of	2012 Expected			
1	Out-of-School	Number of			
1	Suspensions	1			
1			I	I	I
		0 / 601 1			
		Out-of-School			
		Out-of-School Suspensions			
	225	Out-of-School Suspensions 100			

2011 Total Number of Students Suspended Out- of- School						
35	25					
	1.2.	will review data and make recommendations to LT for additional	1.2 M/M Committee.	will review data/	1.2. ODR suspension data will be correlated with mainframe discipline data	
	models in their lives to establish positive mentoring relationships with	1.3. Carver mentoring program will be strengthened to include more students as mentees this year and more teachers/community members as mentors to support students with 5+ suspension days this year.	1.3. Social worker and guidance counselor	1.3. M/M committee will review suspension data and trends to determine the percent of students with 5+ suspensions and common causative factors and report progress to the LT on a monthly basis.	1.3. Daily/Weekly suspension data.	

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

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of PLC Leader meetings) PBS Positive Behavior 6-12 District/CABA School-wide Alternate Early Release Dates Monthly Data Review with PBS Administrative Team, M/M coach and daily/weekly attendance/ Committee, and Leadership Support Program suspension monitoring and lists Team review by administrative team and M/M Committee. On-going contact with parents via phone and personal conferences Book Study- 2nd Semester 6-12 School-wide in PLC's/Faculty Rolling Faculty and PLC Pop-in CWT Observations to observe M/M Committee, Administrative Administrative Team/LT Meetings meetings strategies discussed through book study Team. LT and support from M/M and LT to help Effective Classroom

Suspension Budget

Management Techniques

for All Students

Suspension Duuget			
Include, school allocation from District,			
Internal funds, Title I, PTSA funds,			
Grants, ELL funds, Technology funds,			
etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Teach Like a Champion	Title One Funds	\$500
Subtotal:			
Technology			
		!	

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010 fashion and implement strategies to

school's specific needs

Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.33

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What is the current dropout rate? What strategies and interventions will be utilized to decrease the dropout rate?
- What is the current graduation rate? What strategies and interventions will be utilized to increase the graduation rate?
- What is the total number of students retained at each grade level? What strategies and interventions will be utilized to decrease the retention rate?
- What data warning systems are currently in place to identify students at risk of being retained and/or dropping out of school?
- What school-wide activities, strategies, and/or interventions are in place to support students who are at risk of being retained and/or dropping out?
- How will barriers be addressed to prevent students from experiencing course failure, lack of credit attainment, and behavioral issues impacting student achievement?

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

DROPOUT PREVENTION GOAL(S)	Problem- solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool	

2010-2011 School	impi ovemen	 				
1. Dropout		1.1	1.1.	1.1.	1.1.	
Prevention						
	Students and					
Diopout i levention	Parents lack					
Goal #1:		T 1	AP and Guidance	Manifestina and managina	D.4. 1 / 1.1 1 .	
					Data base/ gradebooks	
*Please refer to the	of Diploma	alert students/	Counselor	of grade, attendance and		
		parents of progress/	1	suspension data on a daily		
percentage of students	students and	deficiencies in		and weekly basis.		
who dropped out	of graduation	course grades and				
during the 2009-2010	requirements	attendance (see				
school year.		above attendance				
		and suspension		On-going Credit checks/		
		goals) every		monitoring by guidance and		
		three weeks and		ESE Specialist		
		conferences will be		1 *		
		held at the end of				
		the 1 st , 2 nd and 3 rd				
		nine weeks grading				
		periods and share				
		with PLC's and				
		LT.				
		L1.				
		G : 1				
		Guidance				
		counselor will				
		review and monitor	1			
		grades and credits				
		of all students on				
		a nine-weeks basis				
		and will share with				
		PLC's and LT				
	2010 Current	2011 Expected				
	Dropout Rate:*	Dropout Rate:*				
NA NA 1	I					
NA- No drop outs from						
our program						
	0%	0%				
	2011 Current	2012 Expected				
	Graduation Rate:*	Graduation Rate:*				

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

7	15%	80%					
(6 out	(4 out of 5)					
	of 8)	5)					
		1.2.Need credit recovery	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

O Content /Topic Grade Level/ Subject

evel/ P

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

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

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

meetings)

NA

Dropout Prevention Budget

Bropout revention Buaget		
Include, school allocation from District,		
Internal funds, Title I, PTSA funds,		
Grants, ELL funds, Technology funds,		
etc, additional units/dollars from District.		

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

(Title I Parent Involvement Plan may be uploaded)

- Generally, what strategies or activities can be employed to increase parent involvement?
- How will the school correlate the parental involvement activities with student achievement?

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

PARENT INVOLVEMENT GOAL(S)	Problem- solving Process to Parent Involveme nt				
	Anticipated Barrier		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool	

1. Parent Involvement -	1.1.	1.1.	1.1.	1.1.	1.1.	
Communication						
	Not all students					
	bring reports					
Parent Involvement Goal	home		APC- Attendance Logs			
#1:		send home monthly	and notebook.	Ci-1	Danant sian in abaata	
		monunty newsletters,			Parent sign-in sheets for conference nights,	
	Not all parents			and signatures	summary logs for	
	sign and return	Roar " admin	Conference summary	and signatures	conferences/IEP	
	reports	will use	forms will be maintained		meetings held and PM	
	T S S S S S S S S S S S S S S S S S S S		for all conferences held		forms maintained in a	
		for important		Parent IEP and conference	notebook.	
		dates and times		summaries reviewed by		
	Not all parents			Admin and shared with LT		
		and teachers				
	phone numbers					
	for school	home progress				
	follow-up	alerts every				
		three weeks. Conference				
		nights will be				
		held at the end				
		of each nine				
		weeks.				
	2011 Current	2012Expected				
	level of Parent	level of Parent				
Based on the School Climate	Perception*	Perception:*				
Survey and Perception Survey						
for Parents, the %age of						
parents who agree/strongly						
agree with the indicators under						
communication will increase						
from 49% to 65% in the 2011- 2012						
2012						
	55%	75%				
		Ĭ			1	

2010 2011 School Improvement Tun (SI	/	•		
2. Cons	st During the course of the	1.2. AP and guidance	1.2. Grades	Progress alerts and parent
ency	of nine weeks, whenever a		and progress	communication logs from each
pare	student has a drop in a		alerts monitored	teacher
cont	et letter grade the teacher		(NCR copies to	
scho	 will contact the parent and 	1	administrative team,	
wide	send home a progress aler	t	who shares them with	
	via school mail.		guidance)	
1.3	1 3	1.3.	1 3	1.3.
1.5.	1.3.	1.5.	1.5.	1.3.

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

PARENT INVOLVEMENT GOAL(S)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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?	Evaluation Tool	
2. Parent Involvement - Student Learning Parent Involvement Goal #2:	Parents who cannot attend nightly academic conference or open house nights		Parent Involvement Chair/ Reading Tutor (Assistant Teacher)		Specific Parent Results of the activities	

Z010 Z011 School Imp	2011 Current	2012 Expected					
Based on the Perception Survey for Parents, the %age of parents who agree/strongly agree with the indicators under Student Learning will increase from 50% to 75% in the 2011- 2012 school year.	-	level of Parent Perception:*					
	50%	75%					
		Parents cannot attend	Update old website and monitor website updates for all staff on a monthly basis for academic focus and events		pages and changes for collection	Updated School and Teacher Web Sites	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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.

Grade Level/ PD Content /Topic

Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

PLC Leader

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

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

meetings)

NA

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

Include, school allocation from District, Internal funds, Title I, PTSA funds,		(, (
Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Parental communication	Postage	District Funds	\$240
Grand Total:			

End of Parent Involvement Goal(s)

Additional Goal(s)

Health and Fitness

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

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

2010-2011 School Imp	rovement P	'Ian (SIP)-F	orm SIP-1			
1. Health and Fitness	1.1.	1.1.All Middle	1.1.Principal, APC and	1.1. Monitoring and checking	PACER test of the	
Goal		School students	Guidance Counselor		Fitness Program	
- Cour		will participate				
		in Physical				
Health and Fitness Goal		Education one				
<u>#1:</u>		period per day				
		for at least				
		one semester				
		of each year				
		from grades 6				
		through 8.				
		unougn o.				
	2010 Current	2011 Expected				
	Level :*	Level :*				
During the 2011-2012 school						
year, then # of students						
scoring in the "Healthy						
Fitness Zone " (HFZ) on the						
Pacer for assessing aerobic						
activity and cardiovascular						
health will increase from						
75% on the pretest to 95% on						
the Posttest.						
	750/	050/				
	75%	95%				

1.2.	activity initiatives including six, six-week themes in each P.E. class-Volleyball, Basketball, Court Hockey, Track, Weight Training, and	1.2. PE teacher	Lesson plans for PE	PACER Test	
	Football Five PE classes per week for at least one semester with a certified PE Teacher		Class schedules/ Master Schedule and classroom walk though observations	PACER Test	

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 Grad

Grade Level/ Subject PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

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

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

meetings)

NA

Health and Fitness Goal Budget Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
Strategy	Desc
Subtota	l:
Technology	
Strategy	Descr
Subtota	1:
Professional Development	
Strategy	Desci
Subtota	1:
Other	
Strategy	Desci
	_
Grand Tota	1.
Grand 10ta	1.

Continuous Improvement

* When using percentage	s, include the	number of st	udents the percentage	represents next to the per	rcentage (e.g. /0%	(35)).	
	Problem-						
•		•	•	•		•	

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Imp		<u>1an (SIP)-F</u>	orm SIP-1			
Continuous	Solving					
Improvement Goal	Process to					
1 -	Increase					
	Student					
	Achieveme					
	nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Evaluation Tool	
			Who and how will the fidelity	How will the evaluation tool		
areas in need of improvement:			be monitored?	data be used to determine the		
				effectiveness of strategy?		
1. Continuous	1.1.	PLC's will meet on			PLC Facilitator will provide feedback	
Improvement Goal	Scheduling	alternate			from PLC logs and	
Continuous Improvement	time to meet	Tuesday		process.	administration will	
Goal #1:		mornings from 8:00-9:00 AM			rotate attendance between PLC's	
<u> </u>		and on rolling			between PLC s	
		second early				
		release days				

2010-2011 School Imp			01 III ()11 -1				
	2010 Current Level :*	2011 Expected Level :*					
The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem-solving and develop lesson plans/ assessments that improve student performance (under Teaching and Learning) will increase from 28% to 80%							
	80%	95%					
		PLC's need strong, concise focus for	recommended and will use the Action Steps of the Goals as a Guide for PLC discussion and PLC work	All teachers who attended	feedback from PLC's for feedback and for determining next steps in the PLC process	PLC Facilitators will provide feedback to LT on progress of their PLC's	
		1.3.		1.3.	1.3.	1.3.	
		1.5.	1.5.		1.5.		

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

June 2010 Rule 6A-1.099811 State Revised May 28, 2010 Hillsborough Revised July 22, 2010

2010-2011 School Improvement Plan (SIP)-Form SIP-1 or PD Activity

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

PD Content /Topic Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for

Monitoring

and/or PLC Focus

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

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

meetings)

PLC's 6-12

Grade level Chairs/ Facilitators

School-wide

dates (first Mondays) and alternate (2nd and 4th

Once a month Early Release Administration to rotate attending PLC Administration and grade level meetings

chairs/PLC facilitators

Tuesdays from 8:00-9:00am)

Continuous Improvement Goal Budget

Continuous Improvement Gour Budget	
Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	,
Technology	
Strategy	Desc
Subtotal:	, <u> </u>
Professional Development	

Strategy Descr

Strategy

Other
Strategy

Descr
Strategy

Descr

End of Additional Goal(s)

Differentiated Accountability

Directions

- 1. Download the form for your school from the School Improvement Icon on IDEAS.
- 2. Save it to your computer.
- 3. Fill out the form, using the MOCK DA Checklist on the School Improvement Icon on IDEAS
- 4. Upload the DA Checklist to the Florida DOE On-line Template, following the directions in the Technical Assistance Document.

School-level Differentiated Accountability Compliance

Check your DA Status

encen jour Bir stude					
School Differentiated					
Accountability Status					
Intervene	Correct II	Prevent II	Correct I	Prevent I	

Yes, I have attached the school's Differentiated Accountability Checklist of Compliance to the Florida DOE On-Line Template

School Advisory Council

School Advisory Council (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 citizens 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.

Grand Total:



No

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

On-going monitoring of students' performance and achievement in all areas of academic curriculum and with all instructional personnel.

Describe projected use of SAC funds.	Amount
	\$400
Reading materials purchases- classroom chapter books for both the middle and high school English and Reading classes.	

Describe the activities of the School Advisory Council for the upcoming year.

To meet regularly to plan, monitor, discuss, and shape our SIP plan's goal implementation and level of success achieved on