

Florida Department of Education



Sligh Middle School
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School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Information

School Name: Sligh Middle School	District Name: Hillsborough
Principal: Dr. Angela Vickers	Superintendent: MaryEllen Elia
SAC Chair: Daina Wyatt	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Dr. Angela Vickers	BS-Special Ed MA – Ed. Leadership Dr-Organized Leadership	2	18 years	2011-12/Young/C 2010-11/Young/C/79%AYP 2009-10/Young/B/90%AYP 2008-09/Young/B/79%AYP-
Assistant Principal	Samantha Maddox	BS-Mathematics MA-Ed Leadership	1	3	2011-12/Young/C 2010-11/Young/C/79%AYP 2009-10/Young/B/90%AYP-no 2008-09/Madison/C/AYP-n
Assistant Principal	Robert Kleesattel	M. Ed Leadership BA General Engineering Social Science	1	3	2011-12/Hill/A 2010-11/Hill/A/69%AYP 2009-10/Hill/A/74% AYP 2008/09/Dowdell/72% AYP

Instructional Coaches

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Adella Landstrom	MS-Reading EdS-Admin k-12 ESE k-12 Reading	2	4	2011-2012 School grade/F 2010-2011 School grade/D 2009-2010 School grade / C 16% increase in lowest quartile learning gains H.S. Reading
Math	Melissa Castro	Elem Ed, Middle School Math 5-9	3	3	2011 School Grade – D 2011 AYP – met 77% of criteria 2011 FCAT Reading 37% meeting high standards. 2011 FCAT Math 36% meeting high standards. 2011 FCAT Science 17% meeting high standards. 2011 FCAT Writes 85% meeting high standards 2010 School Grade – D 2010 AYP – met 77% of criteria 2010 FCAT Reading 35% meeting high standards. 2010 FCAT Math 35% meeting high standards. 2010 FCAT Science 18% meeting high standards. 2010 FCAT Writes 89% meeting high standards

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Science	Nancy Robords	Middle School Science ESE Autism Endorsement Reading Endorsement	2	2	Walker Middle – 6 years – “A” school School Year 2010 28% of my students in my ESE resource science class scored 50% or higher on a general chemistry pre-test assessment on 9/16/2010. 64% of my students in general ESE resource science scored 55% or higher on a general chemistry post-test assessment on November 30, 2010. School Year 2009 44% of my student in general ESE resource science scored 50% or higher on a general biology pre-test assessment on 9/9/2009. 69% of my student in general ESE resource science scored 60% or higher on a general biology final assessment given in November 2009.
Language Arts	Amy Anderson		1	1	First year as a Writing Coach

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Renaissance Interview Day	Supervisor of Teacher Recruitment	June 2013
2. Teacher Interview Day	General Directors	June 2013
3. Salary Differential (Renaissance School)	Federal programs	Ongoing
4. District Mentor Program	District mentors	Ongoing
5. District Peer program	District peers	Ongoing
6. Opportunity for Teacher leadership	Principal	Ongoing

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7. Regular time for teacher collaboration	Principal	Ongoing
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are not highly qualified.

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming in-field, highly qualified and highly effective.
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<p><i>Information forthcoming. Information will be generated from the fall HR FTE letter.</i></p>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers on a regular basis to discuss progress on:</p> <ul style="list-style-type: none"> ● Preparing and taking the certification exam ● Completing classes need for certification ● Provide substitute coverage for the teachers to observe other teachers ● What teachers learned from their observations and/or modeling by the school-based coach/SAL. ● Conduct data chats on district formative assessments and core curriculum assessments. <p>—</p> <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> ● The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p>—</p> <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> ● The teachers attend PLC meetings for on-going adult learning, striving to implement the Plan-Do-Check-Act cycle on a unit of instruction. ● The teachers identify effective strategies for upcoming lessons. ● The teachers identify common assessments for upcoming units of instruction. ● The teachers analyze the data from the assessments, using the information to drive future instruction.
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Staff Demographics

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

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

Total number of Instructional Staff	# of first-year teachers	# of teachers with 1-5 years of experience	# of teachers with 6-14 years of experience	# of teachers with 15+ years of experience	of teachers with Advanced Degrees	# of teachers with Effective or higher	# of Reading Endorsed Teachers	# of National Board Certified Teachers	# of ESOL Endorsed Teachers
61	12 (20%)	21 (34%)	27 (44%)	1 (1%)	21 (34%)	To be completed when the fall FTE letter is generated.	10 (16%)	1 (1%)	14 (23%)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan 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
Gayle Gahlert	Kyle Steinberg	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Gayle Gahlert	Zachary Godfrey	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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<p>Gayle Gahlert</p>	<p>Ala Gebarin</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Gayle Gahlert</p>	<p>Stephen Moore</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

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<p>Gayle Gahlert</p>	<p>Natalie Cosme</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Gayle Gahlert</p>	<p>Tracy Redden</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

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<p>Gayle Gahlert</p>	<p>Kevin Fuller</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Gayle Gahlert</p>	<p>Lorraine Denis</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

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<p>Gayle Gahlert</p>	<p>Phillip Edwards</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Gayle Gahlert</p>	<p>Sarah Young</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

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<p>Gayle Gahlert</p>	<p>Katina Odom</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>
<p>Gayle Gahlert</p>	<p>Chantelle Harrison</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.</p>

Additional Requirements

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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.

<p>Title I, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant</p>
<p>Title I, Part D</p>
<p>Title II</p> <p>The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.</p>
<p>Title III</p> <p>Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners</p>
<p>Title X- Homeless</p>

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Supplemental Academic Instruction (SAI) SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education The CTE courses are offered at Sligh in coordination with CTE funds include: Business Elective Class grades 6-8 and Medical Skills Elective Class (grades 6-8)
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

- A. Principal – Dr. Angela Vickers
- B. Assistant Principal for Curriculum/Administration – Robert Kleesattel, Samantha Maddox
- C. Assistant Principal for Administration/Curriculum – Robert Kleesattel, Samantha Maddox
- D. School Psychologist—Dr, Abby Hill
- E. Guidance Counselor and ELL Representative—Matthew Henry
- F. Academic Coaches/SALs – (Reading, Math, Writing and Science on an ad hoc basis),
- G. ESE Specialist – Kris Foster
- H. Team Leaders – Ebony Hunter, Monteesia Allen, Copathia Parrott, Kari Knisley, Michael Barnes, Daina Wyatt, Ciciler Russ, Kris Hawkins
- I. School Advisory Council Chair— Daina Wyatt
- J. ELP Coordinator – Robert Kleesattel, Samantha Maddox
- K. Attendance Committee Representative – Amber Limerick
- L. Behavior Team Representative – Matthew Henry
- M. AVID Coordinator- Ciciler Russ

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

The purpose of the MTSS/RtI Leadership team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The MTSS/RtI team functions to address the progress of low performing students and to help students stay in regular education setting to improve long term outcomes. The team uses a problem solving model and all decisions are made with data. In addition, the team reviews ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. There is fluid communication of school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

Our MTSS/RtI Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main Problem Solving Team of the school. The Problem Solving Leadership Team will meet once a month to:

- The Leadership team meets regularly (e.g., biweekly/monthly). Specific responsibilities include:
 - Oversee a multi-tiered model of instructional delivery (Core/Tier 1, Tier 2/Supplemental and Tier 3/Intensive)
 - Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership

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Team/PSLT)

- Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The Chair of SAC is a member of the Leadership Team/PSLT.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support

provided.

- Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
- Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
- Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	Leadership Tam, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL Leadership Representative

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Teacher’s common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual Teachers/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (What specific assessments will be utilized?)	School Generated Database in Excel	PSLT/ ELP Facilitator
Differentiated mini-assessment based on core curriculum assessments?	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers

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Research-based Computer Assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers
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Describe the plan to train staff on MTSS and support MTSS.

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

As the District’s RTI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during Tuesday faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Team/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

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

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

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

Principal Dr. Angela Vickers

Assistant Principal Samantha Maddox and Robert Kleesattel

Reading Coach- Adella Landstrom

Language Arts Coach - Amy Anderson

Media Specialist – Josh Newhouse

Math Coach-Melissa Castro

Social Studies Subject Leader- Shane Moore

Science Coach- Nancy Robords

Guidance Counselor- Tracy Thompson

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

The LLT provides leadership for the implementation of the reading strategies in the SIP. This year's focus will be to develop a strategic plan to implement a summarization technique across all content areas. Additionally, the team will focus on developing student motivation for independent reading. The LLT team will examine media-center check out data and develop a plan to motivate students to read and a plan for celebration of their reading successes. The LLT collaborates with and shares information with all stakeholders including administrators, teachers, staff, parents and students.

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

The major initiatives for the LLT team this year will be to increase overall reading achievement through a planned focus on summarization skills within the comprehension monitoring process and the development of a plan to address student motivation for independent reading.

Public School Choice

• **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

****Grades 6-12 Only*** Sec. 1003.413 (2) (b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

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

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

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

On-site teachers will have the opportunity to observe district demonstration classrooms for their corresponding curriculum. The reading coach will schedule and facilitate the pre-observation, observation, and post-observation discussion.

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A Literacy Leadership Team will meet on a monthly basis per the K-12 Comprehensive Reading Plan. The focus will be on support of the SIP goals and the team will review data and follow through on all reading action steps with progress monitoring and evaluation of the plan at the end of the school year. The LLT has representation from each content area and will share all findings and plans with their respective teacher to ensure instructional application.

Each PLC will address a review of students' literacy data and a creation of instructional practices to respond to student needs. PLCs will implement the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and be responsive to data by providing differentiated instruction. Common assessments data will be gathered, analyzed and shared at all content area PLC's. The Reading Coach will attend and assist content teachers with the integration of close reading and summarization techniques throughout the academic school year.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -PLCs struggle with how to conduct curriculum conversations to deepen their learning. -Teachers are at varying levels of knowledge with PLCs and the Plan-Do-Check-Act Model.</p>	<p>1.1. Student achievement improves when teachers work collaboratively to focus on student learning. Teachers will meet a minimum 3 times per month in PLCs with site-based coaches to engage in on-going professional development to increase content knowledge and pedagogy in order to plan effectively. Grade level PLCs use a Plan-Do-Check Act "Unit of Instruction" log to guide their discussion and way of work.</p>	<p>1.1. <u>Who</u> School Reading Coach School Writing Resource Teacher District Reading Coach District Language Arts Supervisor <u>How</u> -Log s posted on Sligh internal -Administrator/district attends targeted PLCs.</p>	<p>1.1. -Grade level/course specific PLCs write SMART goals for upcoming common unit/big idea assessments. -Data will analyze during PLCs to identify what students are not learning and why they are not learning. -Based on the analysis of data, PLCs identify skills/concepts that need re-teaching through small group and/or whole class.</p>	<p>1.1. Common unit/big idea assessments.</p>		
<p><u>Reading Goal #1:</u> The percentage of students scoring Level 3 or higher on the 2013 FCAT Reading will increase from 26% to 30%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26%</p>	<p>30%</p>					

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		<p>1.2.</p> <p>-Students struggle with summarization.</p> <p>-Teachers are at varying levels of levels with using summarization strategies.</p> <p>-Need to involve the entire department in a school-wide professional development activity.</p> <p>- Student assessment data revealed a need for a school-wide strategy to increase students' comprehension and ability to response to text.</p>	<p>1.2.</p> <p>Student reading comprehension improves when students across all content areas are engaged in text dependent summarization activities (orally and written) in complex/ instructional text across all content areas.</p> <p><u>Action Steps</u></p> <p>The Reading Coach/ Writing Resource, working with the Leadership team, will develop, coordinate, and deliver a comprehensive professional development plan (across all content areas) for text dependent summarization using complete sentences and academic voice when appropriate. The book that will help guide the plan will be <i>Summarization in Any Subject 50 Techniques</i>.</p> <p>The plan includes the following:</p> <p>-<i>Training the Leadership Team</i></p>	<p>1.2.</p> <p><u>Who</u></p> <p>All Content Site-Based Coaches</p> <p>All Academic Coaches</p> <p>All Content District Resource Teachers</p> <p>All Content Supervisors</p> <p><u>How</u></p> <p>-Walkthroughs</p> <p>-Student work samples</p> <p>- PLC logs</p>	<p>1.2.</p> <p>-Grade level/course specific PLCs write SMART goals for the upcoming text dependent summarization activities.</p> <p>-Data will be analyzed during PLCs to identify the patterns of strengths and weaknesses demonstrated by students in their text dependent summarization activities using complete sentences and academic voice.</p> <p>Results will be used to drive future instruction.</p>	<p>1.2.</p> <p>Common text dependent summarization activities using complete sentences and academic voice when appropriate</p>	
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			<p><i>on Summarization in Any Subject 50 Techniques</i> during the first nine weeks.</p> <p>-During the second nine weeks, within Content Specific PLCs, teachers receive ongoing professional development of text dependent summarization activities using complete sentences and academic voice when appropriate. Each PLC will decide which common summarization technique to use in an upcoming lesson to best meet the student and content needs. Teachers will determine criteria for student and teacher success in summarization.</p> <p>-Teachers implement text dependent summarization activities using complete sentences and academic voice when appropriate in the classroom.</p> <p>-Coaches conduct walk-throughs looking for effective implementation of the summarizing activity.</p> <p>-Using the data gathered through walk-throughs, the</p>			
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			<p>Reading Coach and Language Arts Writing Resource conduct teacher data chats along with providing to support implementation of the strategy.</p> <p>-Within PLCs teachers reflect and analyze on the common text dependent summarization activities using complete sentences and academic voice when appropriate to identify successful practices and student learning. Data will be used to drive future instruction.</p>			
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		<p>1.3.</p> <p>-Teachers struggle with planning/teaching assigned curriculum/ framework with fidelity.</p> <p>-Teachers are at varying levels of levels of content knowledge and pedagogy.</p> <p>- Student assessment data revealed a need for teachers' to increase rigor using assigned framework/ curriculum with fidelity.</p>	<p>1.3</p> <p>Students' understanding of, interpretation of, and response to instruction will increase due to participation in engaging academic lessons and rigor.</p> <p>Action Steps</p> <p>Information will be gathered during PLCs, walkthroughs, and site-based literacy coaches' meetings regarding teachers' skill levels on content knowledge and pedagogy.</p> <p>In district trainings and within PLC's, teachers and coaches will attend ongoing trainings/ professional development to build literacy content knowledge and pedagogy.</p> <p>Teachers in the classroom will implement new knowledge of content and pedagogy while</p>	<p>1.3.</p> <p><u>Who</u></p> <p>School Reading Coach</p> <p>School Writing Resource Teacher</p> <p>Principal/APC</p> <p>District Reading Coach</p> <p>District Language Arts Supervisor</p> <p><u>How</u></p> <p>- walkthroughs looking for 1) pacing and 2) fidelity of implementation</p> <p>- coach/teacher conversations</p> <p>- student samples</p> <p>- PLC logs</p>	<p>1.3.</p> <p>-Grade level/course specific PLCs write SMART goals for the framework/curriculum-based common assessment.</p> <p>-Data will be analyzed during PLCs to identify the patterns of strengths and weaknesses demonstrated by students in their framework/ curriculum-based common assessment.</p> <p>Results will be used to drive future instruction.</p>	<p>1.3.</p> <p>Frame work/ curriculum-based common assessment</p>	
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			<p>teaching assigned framework/ curriculum as evident by:</p> <ul style="list-style-type: none"> • walkth roughs looking for 1) pacing and 2) fidelity of implementation, • coach/ teacher conversations, • student samples, <p>and PLC logs</p> <p>At the end of a unit of instruction, teachers give a framework/ curriculum-based common assessment and bring results to the PLC meeting.</p> <p>In PLCs teachers/ coaches analyze the assessment results.</p> <p>In PLCs teachers/ coaches develop a plan to act on the data. The plan will address the needs of struggling students who are not learning</p>			
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			and the needs of students who have mastered the skill/ standards taught.				
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		<p>1.4</p> <p>-Teachers struggle with planning/teaching vocabulary acquisition instruction.</p> <p>- Student assessment data revealed a need for teachers' to implement vocabulary acquisition instruction.</p>	<p>1.4</p> <p>Students will improve vocabulary skills in order to improve overall comprehension.</p> <p><u>Action Steps</u></p> <p>In order to improve overall comprehension data will be gathered during language arts and reading classes to assess students ability to use context clues for unknown words.</p> <p>Within PLC's, teachers will attend ongoing trainings/ professional development. PLCs will learn how to analyze and apply the data to improve vocabulary instruction.</p> <p>Teachers will be able to embed information from trainings into lesson plans from the district's curriculum as evident by:</p> <ul style="list-style-type: none"> • reading coach/ teacher lesson plan 	<p>1.4</p> <p><u>Who</u></p> <p>School Reading Coach</p> <p>Principal/APC</p> <p>District Reading Coach</p> <p><u>How</u></p> <p>- reading coach/teacher lesson plan reviews</p> <p>- walkthroughs looking for evidence of vocabulary instruction</p> <p>- coach/teacher conversations</p> <p>- student samples</p> <p>- PLC logs</p>	<p>1.4</p> <p>-Grade level/course specific PLCs write SMART goals for the common vocabulary assessment.</p> <p>-Data will be analyzed during PLCs to identify the patterns of strengths and weaknesses demonstrated by students in their informal checks for understanding and their common vocabulary assessment.</p> <p>Results will be used to drive future instruction.</p>	<p>1.4</p> <p>Common vocabulary assessment</p>	
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			<p>reviews</p> <ul style="list-style-type: none"> • walkthroughs looking for evidence of vocabulary lessons • coach/teacher conversations, • student samples, • PLC logs <p>Informal checks for understanding will be done on a weekly basis within the classrooms as evidenced by progression of lesson plans. Upon completion of instruction, teachers will give a post test on context clues.</p> <p>In PLC's teachers/coaches analyze the assessment results.</p> <p>In PLCs teachers/coaches develop a plan to act on the data. The plan will address the needs of students with deficits. If deficits are high, reading coach will work with reading/language</p>			
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			arts teachers and recruit the help of other content area teachers. If results improve reading coach will focus on more vocabulary acquisition trainings across all content areas.				
		Students are weak in evidence-based reasoning skills	<p>1.5</p> <p>Through the social studies classes, students will improve their evidence- based/text-dependent reasoning skills in order to move students from forming an opinion to defending an opinion.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -Social studies PLCs develop/refine assessment and rubric that evaluates evidence-based skills. -Social studies PLCs develop and calendar common strategies to be implemented 	<p>1.5</p> <p><u>Who</u></p> <p>Social Studies SAL</p>	<p>1.5</p> <p>Data will be used to drive future instruction.</p>	<p>1.5</p> <p>Rubric</p>	

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

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p>	<p>2.1. See Goal 1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Reading will increase from 8% to 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>8%</p>	<p>10%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	B.1.	<p>B.1.</p> <p>See Goal 1</p>	B.1.	B.1.	B.1.		

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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 47 points to 51 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>47 points</p>	<p>51 points</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1.</p>	<p>4.1. See Goal 1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 52 points to 56 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52 points</p>	<p>56 points</p>					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u> Subgroup data not available from the state at this time.							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Reading Goal #5A:</u> Data not available at this time.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u></p> <p>Data not available at this time.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		
<p><u>Reading Goal #5C:</u> Data not available at this time.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<p><u>Reading Goal #5D:</u></p> <p>Data not available at this time.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

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)		

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Summarization	All teachers	Reading Coach	Book study with Leadership Team. Fall 2012 Leadership trains PLCs		PLC debriefings	Reading Coach
					Walk-throughs	Leadership Team
					Reading Coach provides modeling/ coaching to other content areas	
Text Dependent Higher Order Questions	All teachers	Reading Coach	Book study with Leadership Team. Fall 2012 Leadership trains PLCs		PLC debriefings	Reading Coach
					Walk-throughs	Leadership Team
					Reading Coach provides modeling/ coaching to other content areas	
Core curriculum and effective lesson planning	Reading teachers	Reading Coach	Reading Teachers	Meet in PLCs 3 times per month throughout the school year.	PLC logs	Reading Coach
Vocabulary	Reading teachers	Reading Coach	Reading Teachers	Meet in PLCs 3 times per month throughout the school year.	Walk-throughs PLC logs	Reading Coach
					Walk-throughs	

End of Reading Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. -PLCs struggle with how to conduct curriculum conversations to deepen their learning. -Teachers are at varying levels of knowledge with PLCs and the Plan-Do-Check-Act Model.</p>	<p>1.1. Student achievement improves when teachers work collaboratively to focus on student learning. Teachers will meet a minimum 3 times per month in PLCs with site-based coaches to engage in on-going professional development to increase content knowledge and pedagogy in order to plan and pace effectively. <u>Action Steps</u> Grade level PLCs use a Plan-Do-Check Act “Unit of Instruction” log to guide their discussion and way of work.</p>	<p>1.1. <u>Who</u> School Math Coach Principal/APC District Math Coach District Math Supervisor <u>How</u> -Log s posted on Sligh internal -Logs shared with district staff on a monthly basis. -Administrator/district attends targeted PLCs.</p>	<p>1.1. See 1.4</p>	<p>1.1. See 1.4</p>		

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<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will improve from 26% to 36%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26%</p>	<p>36%</p>					
		<p>1.2.</p>	<p>1.2.</p> <p>The school Math Coach supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log and develop short term action plans.</p>	<p>1.2.</p> <p><u>Who</u></p> <p>Academic Coach School Based Coach</p> <p><u>How</u></p> <p>-Coach log -Coach meets with principal every two weeks to review log and develop a new two week plan of action</p>	<p>1.2.</p> <p>See 1.4</p>	<p>1.2.</p> <p>See 1.4</p>	

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		1.3.	<p>1.3.</p> <p>Student achievement improves through participating in intellectually engaging lessons with academic rigor.</p> <hr/> <p><u>Action Steps</u></p> <p>-During the first nine weeks, teachers will implement the think – pair – share strategy.</p> <p>- The Walk Through form will be shared with teachers.</p> <p>-School-based Math Coach and/or district staff conducts walk-throughs looking for effective implementation of engagement strategy.</p> <p>-Using the data gathered through walk-throughs, the school-based Math Coach and/or district conducts teacher data chats along with providing specific strategies to support in improving engagement and academic rigor.</p>	<p>1.3.</p> <p><u>Who</u></p> <p>School Math Coach</p> <p>District Math Coach</p> <p>District Math Supervisor</p> <p><u>How</u></p> <p>-Math walk-through form</p>	1.3.	See 1.4	1.3.	See 1.4
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		1.4	<p>1.4</p> <p>Student understanding of math improves through teachers using common unit assessments (both district and school-based) with appropriate academic rigor and using the data to plan future instruction.</p> <p><u>Action Steps</u></p> <p>-Within PLCs or with Math Coach, the teachers unpack the test item specs and incorporate into common assessments.</p> <p>Teachers will unpack test item specs with their students.</p> <p>-Using the backward design model, PLCs/ teachers identify the common assessment for the upcoming unit of instruction.</p> <p>-Using knowledge gained from common assessment identification and unpacking the items specs, teachers identify, plan and deliver lessons with have the same academic rigor as the assessment.</p> <p>-The Math Coach and/ or district staff conducts individual data chats with teachers on the performance of their students on the common assessments.</p> <p>-Data chats also determine</p>	1.4	<p><u>Who</u></p> <p>School Math Coach</p> <p>District Math Coach</p> <p>District Math Supervisor</p>	1.4	<p>Grade level/course specific PLCs write SMART goals for upcoming common unit assessments.</p> <p>-Data will be analyzed during PLCs to identify what students are learning and not learning and why they are not learning.</p> <p>-Based on the analysis of data, PLCs identify skills/ concepts that need re-teaching through small group and/or whole class.</p>	1.4	<p>Common unit assessments</p>
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			next steps for teachers.				
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			<p>1.5</p> <p>Student understanding of math improves through engagement in higher order text dependent questions to deepen and extend student knowledge.</p> <p>-Through the use of real world application, problems solving, oral and written communication with appropriate vocabulary and math terminology. This process will be guided through the use of Webb's Depth of Knowledge.</p> <p><u>Action Steps</u></p> <p>- Teachers will create and develop higher order questions using Webb's Depth of Knowledge.</p> <p>-School-based Math Coach and/or district staff conducts walk-throughs looking for effective instruction with the implementation of scaffolding when necessary.</p> <p>-Using the data gathered through walk-throughs, the school-based Math Coach and/or district conducts teacher data chats along with providing specific strategies to support in improving engagement and academic rigor.</p>	<p>1.5.</p> <p><u>Who</u></p> <p>School Math Coach</p> <p>District Math Coach</p> <p>District Math Supervisor</p> <p><u>How</u></p> <p>-Math walk-through form</p>	<p>1.5.</p> <p>See 1.4</p>	<p>1.5.</p> <p>See 1.4</p>	
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. See Goal 1	2.1.	2.1.	2.1.		
<u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Math will increase from 8% to 15%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	8%	15%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1.	3.1. See Goal 1	3.1.	3.1.	3.1.		

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<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 50 points to 60 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50 points</p>	<p>60 points</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1.</p>	<p>4.1. See Goal 1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 56% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>56%</p>	<p>60%</p>					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5: Subgroup data not available from the state at this time.							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
<p><u>Reading Goal #5A:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					

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		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<p><u>Mathematics Goal #5C:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Middle School Mathematics Goals

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

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg1. Students scoring proficient in Algebra (Levels 3-5).	1.1.	1.1. See Goal 1	1.1.	1.1.	1.1.		
<p><u>Algebra Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 64% to 75%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	64%	75%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.	2.1.	2.1. See Goal 1	2.1.	2.1.	2.1.		

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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 13% to 15%.	13%	15%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan, Do, Check, Act	6-8	Math Coach	Math PLC	Ongoing	Walkthroughs and Student Data	Math Coach
Writing Effective Lesson Plans	6-8	Math Coach	Math PLC	Ongoing	Walkthroughs and Student Data	Math Coach
Higher Order Questioning	6-8	Math Coach	Math PLC	Ongoing	Walkthroughs and Student Data	Math Coach
Student Engagement	6-8	Math Coach	Math PLC	Ongoing	Walkthroughs and Student Data	Math Coach

End of Mathematics Goals

Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. -PLCs struggle with how to conduct curriculum conversations to deepen their learning. -Teachers are at varying levels of knowledge with PLCs and the Plan-Do-Check-Act Model. -Need to involve the entire Science Department in the Action Plan for each strategy -Teacher survey of Five Instructional Elements revealed that the CIM and MTSSS needed the most attention.</p>	<p>1.1. Student achievement improves when teachers work collaboratively to focus on student learning. Teachers will meet a minimum 3 times per month in PLCs during their planning time with site-based coaches to engage in on-going professional development to increase content knowledge and pedagogy/SE in order to plan effectively. Grade level PLCs use a Plan-Do-Check Act "Unit of Instruction" log to guide their discussion and way of work.</p>	<p>1.1 <u>Who</u> School Science Coach Principal/APC District Science Coach District Science Supervisor <u>How</u> -Log s posted on Sligh internal -Logs shared with district staff on a monthly basis. -Administrator/district attends targeted PLCs.</p>	<p>1.1 See 1.5</p>	<p>1.1 See 1.5</p>		
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Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 19% to 23%	19%	23%	1.2. The school Science Coach supports teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats. Every two weeks the Coach/SAL meets with the principal to review log and develop short term action plans.	1.2. <u>Who</u> Principal <u>How</u> -Coach log -Coach meets with principal every two weeks to review log and develop a new two week plan of action	1.2. See 1.5	1.2. See 1.5	

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		<p>1.3.</p> <p>-New department. They need professional development on classroom procedures in order to effectively deliver instruction with full student engagement.</p>	<p>1.3.</p> <p>Student achievement will be improved through the establishment of classroom procedures that are common across the science department that will positively effective the delivery of instruction.</p> <p><u>Action Steps</u></p> <p>Provide coaching and modeling on how to effectively implement these procedures within the science curriculum.</p> <p>Need to develop walk-through form to collect data on the implementation of classroom procedures.</p>	<p>1.3.</p> <p><u>Who</u></p> <p>School Science Coach District Science Coach District Science Supervisor</p> <p><u>Action Steps</u></p> <p>Classroom procedure walk-through form.</p>	<p>1.3.</p> <p>See 1.5</p>	<p>1.3.</p> <p>See 1.5</p>	
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		1.4 -New department. Unfamiliar with the 5E model.	1.4 Student understanding of science improves through participation in 5E lessons using 1) engagement, 2) exploration, 3) explanation, 4) extensions and 5) evaluations. <u>Action Steps</u> -Science 5E walk-through form to be developed and shared with teachers. -School-based Science Coach and/or district staff conducts walk-throughs looking for effective implementation of 5 E lesson plans. Data will be reported monthly to district staff. -Using the data gathered through walk-throughs, the school-based Science Coach and/or district conducts teacher data chats along with providing coaching for specific improvement in 5E implementation. -Within PLCs, teachers will share student work in order to identify effective teaching practices.	1.4 <u>Who</u> School Science Coach District Science Coach District Science Supervisor <u>How</u> -5E lesson walk-through form. -Student work samples	1.4 See 1.5	1.4 See 1.5	
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		1.5	1.5	1.5	1.5	1.5
			Student understanding of science improves through teachers using common assessments and using the data to plan future instruction.	<u>Who</u> School Science Coach District Science Coach District Science Supervisor	-Grade level/course specific PLCs write SMART goals for upcoming common unit/ big idea assessments. -Data will be analyzed during PLCs to identify what students are not learning and why they are not learning. -Based on the analysis of data, PLCs identify skills/ concepts that need re-teaching through small group and/or whole class.	Common unit/big idea assessments.

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		<p>1.6</p> <p>Teachers need training in writing and delivering (including scaffolding) lab-dependent and text dependent questions.</p>	<p>1.6</p> <p>Student understanding of science improves through engagement in lab-dependent and /or text-dependent higher order questions where students are required to provide evidence to support their answers orally or written. Students will use complete sentences and in academic voice.</p> <p><u>Action Steps</u></p> <p>Teachers will plan for these type of questions in their lesson plans using the support of the Science Coach and Reading Coach,</p> <p>-Science text/lab dependent questions walk-through form to be developed and shared with teachers.</p> <p>-School-based Science Coach and/or district staff conducts walk-throughs looking for effective implementation text/lab dependent questions. Data will be reported monthly to district staff.</p> <p>-Using the data gathered through walk-throughs, the school-based Science Coach and/or district conducts teacher data chats along with providing coaching for specific improvement in text dependent questions.</p>	<p>1.6</p> <p>See 1.5</p>	<p>1.6</p> <p>See 1.5</p>	<p>1.6</p> <p>See 1.5</p>	
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		<i>To be developed at a later date</i>	<i>1.7 Student understanding of science and science inquiry improves when students are intellectually active in learning through the use of appropriate instructional materials, scientific processes, laboratory experiences and uses of technology.</i>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1.	2.1. See Goal 1	2.1.	2.1.	2.1.		

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<p><u>Science Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 2% to 4%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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

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

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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Science classroom procedures 6-8	Science Coach	Science teachers	Meet in PLCs 3 times per month throughout the school year.	PLC logs	Science Coach
Pedagogy and content of core 6-8 curriculum	Science Coach	Science teachers	Meet in PLCs 3 times per month throughout the school year.	Walk-throughs PLC logs	Science Academic Coach Science Coach
5E Model 6-8	Science Coach	Science teachers	Meet in PLCs 3 times per month throughout the school year.	Walk-throughs PLC logs	Science Academic Coach Science Coach
Data analysis of common assessments 6-8	Science Coach	Science teachers	Meet in PLCs 3 times per month throughout the school year.	Walk-throughs PLC logs	Science Academic Coach Science Coach
Text dependent/lab dependent 6-8 high order questions.	Science Coach	Science teachers	Meet in PLCs 3 times per month throughout the school year.	Walk-throughs PLC logs	Science Academic Coach Science Coach
				Walk-throughs	Science Academic Coach

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. -Students struggle with understanding the structure of a body paragraph.</p> <p>-Teachers are at varying levels of levels with teaching writing.</p> <p>-Need to involve the entire department in the implementation of the site-based writing instruction plan.</p> <p>- PLC meetings, walkthroughs, and teacher/coach conferences revealed a need for teacher support in instructing students how to write a body paragraph.</p>	<p>1.1. Students' ability to write a fully-elaborated body paragraph within an essay will improve due to an emphasis on a site-based writing instruction plan.</p> <p><u>Action Steps</u></p> <p>-Information will be gathered during PLCs, walkthroughs, and site-based literacy coaches' meetings regarding teachers' skill levels on teaching fully-elaborated body paragraph writing instruction.</p> <p>- Literacy coaches/ Administration will collaborate to develop a site-based writing instruction plan that focuses on fully-elaborated body paragraphs using complete sentences and academic voice.</p> <p>- In district trainings and within PLC's teachers and coaches will attend ongoing trainings/ professional development in order to support the site-based writing instruction plan that focuses on fully-elaborated body</p>	<p>1.1.</p> <p><u>Who</u></p> <p>-School Writing Resource Teacher</p> <p>-Principal/APC</p> <p>-Academic Writing Coach</p> <p>-District Language Arts Supervisor</p> <p><u>How</u></p> <p>-Walkthroughs,</p> <p>-Student work samples,</p> <p>-PLC logs.</p>	<p>1.1.</p> <p>-Grade level/course specific PLCs write SMART goals for the upcoming fully-elaborated body paragraph within an essay.</p> <p>-Data will be analyzed during PLCs to identify the patterns of strengths and weaknesses demonstrated by students in their fully-elaborated body paragraphs using complete sentences and academic voice.</p> <p>Results will be used to drive future instruction.</p>	<p>1.1.</p> <p>Fully-elaborated body paragraph within an essay.</p>		
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		<p>paragraphs using complete sentences and academic voice.</p> <p>- According to the site-based writing instruction plan, teachers will implement instruction on fully-elaborated body paragraphs using complete sentences and academic voice as evident by walkthroughs, student work samples, and PLC logs. The purpose of the student samples is to help drive future writing instruction.</p> <p>- In PLCs, teachers/coaches analyze the patterns of strengths and weaknesses demonstrated by students in their fully-elaborated body paragraphs using complete sentences and academic voice.</p> <p>Results will be used to drive future instruction.</p>					
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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The percentage of students scoring Level 3 or higher on the 2013 FCAT Writes will increase from 62% to 70%.</p>							
	62%	70%					
		<p>1.2. -PLCs struggle with how to conduct curriculum conversations to deepen their learning. -Teachers are at varying levels of knowledge with PLCs and the Plan-Do-Check-Act Model.</p>	<p>1.2. Student achievement improves when teachers work collaboratively to focus on student learning. Teachers will meet a minimum 3 times per month in PLCs with site-based coaches to engage in on-going professional development to increase content knowledge and pedagogy in order to plan effectively. Grade level PLCs use a Plan-Do-Check Act “Unit of Instruction” log to guide their discussion and way of work.</p>	<p>1.2. <u>Who</u> School Reading Coach School Writing Resource Teacher District Reading Coach District Language Arts Supervisor <u>How</u> -Log s posted on Sligh internal -Administrator/district attends targeted PLCs.</p>	<p>1.2. -Grade level/course specific PLCs write SMART goals for upcoming common unit/ big idea assessments. -Data will analyze during PLCs to identify what students are not learning and why they are not learning. -Based on the analysis of data, PLCs identify skills/concepts that need re-teaching through small group and/or whole class.</p>	<p>1.2. Common unit/big idea assessments.</p>	

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		<p>1.3.</p> <p>-Students struggle with summarization.</p> <p>-Teachers are at varying levels of levels with using summarization strategies.</p> <p>-Need to involve the entire department in a school-wide professional development activity.</p> <p>- Student assessment data revealed a need for a school-wide strategy to increase students' comprehension and ability to response to text.</p>	<p>1.3.</p> <p>Student reading comprehension improves when students across all content areas are engaged in text dependent summarization activities (orally and written) in complex/instructional text across all content areas.</p> <p><u>Action Steps</u></p> <p>The Reading Coach/Writing Resource, working with the Leadership team, will develop, coordinate, and deliver a comprehensive professional development plan (across all content areas) for text dependent summarization using complete sentences and academic voice when appropriate. The book that will help guide the plan will be <i>Summarization in Any Subject 50 Techniques</i>.</p> <p>The plan includes the following:</p> <p>-<i>Training the Leadership Team on Summarization in Any Subject 50 Techniques</i> during the first nine weeks.</p> <p>-During the second nine weeks, within Content Specific PLCs, teachers receive ongoing professional development of text dependent summarization activities using complete sentences and academic voice when appropriate. Each PLC will decide which common summarization technique to use in an upcoming lesson to best meet the student and content</p>	<p>1.3.</p> <p><u>Who</u></p> <p>All Content Site-Based Coaches</p> <p>All Academic Coaches</p> <p>All Content District Resource Teachers</p> <p>All Content Supervisors</p> <p><u>How</u></p> <p>-Walkthroughs</p> <p>-Student work samples</p> <p>- PLC logs</p>	<p>1.3.</p> <p>-Grade level/course specific PLCs write SMART goals for the upcoming text dependent summarization activities.</p> <p>-Data will be analyzed during PLCs to identify the patterns of strengths and weaknesses demonstrated by students in their text dependent summarization activities using complete sentences and academic voice.</p> <p>Results will be used to drive future instruction.</p>	<p>1.3.</p> <p>Common text dependent summarization activities using complete sentences and academic voice when appropriate</p>	
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			<p>needs. Teachers will determine criteria for student and teacher success in summarization.</p> <p>-Teachers implement text dependent summarization activities using complete sentences and academic voice when appropriate in the classroom.</p> <p>-Coaches conduct walk-throughs looking for effective implementation of the summarizing activity.</p> <p>-Using the data gathered through walk-throughs, the Reading Coach and Language Arts Writing Resource conduct teacher data chats along with providing to support implementation of the strategy.</p> <p>-Within PLCs teachers reflect and analyze on the common text dependent summarization activities using complete sentences and academic voice when appropriate to identify successful practices and student learning. Data will be used to drive future instruction.</p>			
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		<p>1.4.</p> <p>-Teachers struggle with planning/teaching assigned curriculum/framework with fidelity.</p> <p>-Teachers are at varying levels of levels of content knowledge and pedagogy.</p> <p>- Student assessment data revealed a need for teachers' to increase rigor using assigned framework/curriculum with fidelity.</p>	<p>1.4</p> <p>Students' understanding of, interpretation of, and response to instruction will increase due to participation in engaging academic lessons and rigor.</p> <p><u>Action Steps</u></p> <p>Information will be gathered during PLCs, walkthroughs, and site-based literacy coaches' meetings regarding teachers' skill levels on content knowledge and pedagogy.</p> <p>In district trainings and within PLC's, teachers and coaches will attend ongoing trainings/professional development to build literacy content knowledge and pedagogy.</p> <p>Teachers in the classroom will implement new knowledge of content and pedagogy while teaching assigned framework/curriculum as evident by:</p> <ul style="list-style-type: none"> • walkthroughs looking for 1) pacing and 2) fidelity of implementation, • coach/teacher conversations, • student samples, <p>and PLC logs</p>	<p>1.4.</p> <p><u>Who</u></p> <p>School Reading Coach</p> <p>School Writing Resource Teacher</p> <p>Principal/APC</p> <p>District Reading Coach</p> <p>District Language Arts Supervisor</p> <p><u>How</u></p> <p>- walkthroughs looking for 1) pacing and 2) fidelity of implementation</p> <p>- coach/teacher conversations</p> <p>- student samples</p> <p>- PLC logs</p>	<p>1.4.</p> <p>-Grade level/course specific PLCs write SMART goals for the framework/curriculum-based common assessment.</p> <p>-Data will be analyzed during PLCs to identify the patterns of strengths and weaknesses demonstrated by students in their framework/curriculum-based common assessment.</p> <p>Results will be used to drive future instruction.</p>	<p>1.4.</p> <p>Frame work/curriculum-based common assessment</p>	
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			<p>At the end of a unit of instruction, teachers give a framework/curriculum-based common assessment and bring results to the PLC meeting.</p> <p>In PLCs teachers/coaches analyze the assessment results.</p> <p>In PLCs teachers/coaches develop a plan to act on the data. The plan will address the needs of struggling students who are not learning and the needs of students who have mastered the skill/standards taught.</p>				
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Writing/Language Arts Professional Development

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

Please note that each Strategy does not require a

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professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PLC facilitators	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Language Arts Teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) On-going	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	6-8	Academic Coach	PLC-grade level and vertical teams		PLC logs turned into administration	Academic Coach
Writing Holistic Scoring Training	6-8	PLC facilitators	Language Arts Teachers	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Academic Coach
Mode-based Writing Training Springboard Pacing	6-8	PLC facilitators	Language Arts Teachers	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Academic Coach
Rubric Training	6-8	PLC facilitators	Language Arts Teachers	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Academic Coach

End of Writing Goals

Attendance Goal(s)

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

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<p>1. Attendance</p>	<p>1.1. -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain database. -Students are absent and parents are not contacting the school.</p>	<p>1.1 Implement a school-wide positive attendance program and ensure consistency in attendance policies and procedures <u>Action Steps</u> -School-wide training on attendance positive program and policies and procedures. -School-wide monthly attendance incentives will be rewarded to students who have no unexcused or excused absences per month - Positive referrals for students who are making improvements in attendance will be awarded. Personnel will make a positive phone call home and positive referral will be given to student as a tangible award. - Homerooms attendance winner</p>	<p>1.1. Who -Attendance Committee <u>How</u> -A database will be developed to keep track of which children receive positive referrals and what teacher they were awarded by.</p>	<p>1.1. Both student data and fidelity check data will be used drive future strategies and action steps.</p>	<p>1.1. Monthly attendance reports Homeroom attendance reports</p>		
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		in each grade level will be awarded weekly as a positive incentive.					
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Data in the next columns was pulled from the district's SIP Evaluation 2011-201 and SIP 2012-2013.							
	91.62%	92.5%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	180	160					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	59	45					

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		<p>1.2.</p> <p>-Consistent identification system to easily identify students with significant tardies and how much instructional time is lost.</p>	<p>1.2.</p> <p>Target improving attendance of chronically (10 or more absences) absent students</p> <p><u>Action Steps</u></p> <p>-Identify students who have had a chronic problem with absences, defined by 10 or more absences</p> <p>-Attendance committee will provide attendance intervention form beginning with 10 absences. The Homeroom Teacher will conference with parent and return documentation form</p> <p>-Provide to parents the district attendance brochure and requirements regarding a doctor's note for absences to be excused</p> <p>-The truancy officer will make home visits for students with chronic absences, 10 or more unexcused absences.</p>	<p>1.2.</p> <p><i>Who</i></p> <p>Attendance Committee</p>	<p>1.2.</p> <p>Data will be reviewed at on-going attendance committee meetings and strategies/action steps adjusted accordingly.</p>	<p>1.2.</p> <p>Attendance Reports</p>	
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		1.3.	1.3. Implement a tardy program that targets students with 10 or more tardies <u>Action Steps</u> Parents who bring their child to student on time will receive positive reinforcement such as a flyer at the car drop-off that says "Thank You" for valuing being on time at random intervals.	1.3. Attendance Committee	1.3. Data will be reviewed at on-going attendance committee meetings and strategies/action steps adjusted accordingly.	1.3. Tardy Reports	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance procedures	6-8	Mark Ackett	All teachers	Beginning of school	Daily attendance	APs

End of Attendance Goals

Suspension Goal(s)

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

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<p>1. Suspension</p>	<p>1.1. The inconsistent implementation of clear concise common school wide expectations and rules for appropriate classroom behavior as well as specific behavior expectations and procedures in non-classroom areas such as hallway and lunchroom.</p>	<p>1.1. The Leadership Team will assign a Behavior Leadership Committee subgroup to develop school-wide expectations and rules, set these through staff survey discipline data and discussions, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.</p> <p>Action Step 1.1 School-wide expectations and rules will be set through staff survey, a review of discipline data, Leadership Team discussions.</p> <p>Action Step 1.2. Provide training to staff in methods of teaching and reinforcing the school wide rules and expectations such as Positive Behavior Support (PBS) or CHAMPS.</p>	<p>1.1. <u>Who</u> -Leadership Team -Behavior Leadership Committee -Administration</p> <p><u>How</u> -PBS or CHAMPS fidelity “walk through” checklists CHAMPS Tier 1 School-Wide Implementation Fidelity Check CHAMPS Tier 2 School-Wide Classroom Fidelity Check CHAMPS Student Interview Fidelity Check</p> <p>-Leadership Team conducts walk throughs using CHAMPS fidelity checklists</p> <p>-Behavior Leadership Team Meeting agenda/notes.</p> <p>-Agenda/Training sign-in sheets</p>	<p>1.1. -Leadership Team/Behavior Leadership Team will review data on Office Discipline Referrals (ODRs), out of school suspensions(OSS), and ATOSS data monthly</p>	<p>1.1. “UNTIE” ODR, EASI, and suspension data cross-referenced with mainframe discipline data.</p> <p>Leadership Team/ Behavior Leadership Team meeting reviews observation data from school wide PBS or CHAMPS fidelity implementation “walk through” checklist to target areas of need.</p>		
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Suspension Goal #1:	<u>2012 Total Number</u> <u>of</u>	<u>2013 Expected</u> <u>Number of</u>					
Decrease each category by 10%	<u>In-School</u> <u>Suspensions</u>	<u>In-School</u> <u>Suspensions</u>					
Additional Data from RtI Facilitator							
2011-2012 Total number of in-school suspension days = 4, 442.							
	829	746					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	360	324					

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	<u>2012 Number of Out-of-School Suspensions</u> (includes ATOSS)	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1014	912					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School (includes ATOSS)</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	355	319					
		<p>1.2. The inconsistent implementation of common school wide expectations, in particular, the need for explicit instruction of expectations and rules for appropriate classroom behavior.</p>	<p>1.2. Implement a school-wide positive behavior support student and teacher reinforcement system to provide student consistent opportunities for rewards on a consistent schedule. Teachers will be trained school wide in PBS and/or CHAMPS, a positive classroom management system, so that students will be more effectively engaged and on task. CHAMPS will be integrated and enforced school wide in the classrooms, hallways, lunchrooms, and assemblies.</p>	<p>1.2. <u>Who</u> Leadership Team, Administration, District Professional Development <u>How</u> Professional Development Training programs</p>	<p>1.2. -Saturation Training Checklists -Leadership Team/Behavior Leadership Team will review data on Office Discipline Referrals (ODRs), out of school suspensions(OSS), and ATOSS data monthly - Observation data from school wide PBS or CHAMPS fidelity implementation “walk through” checklists</p>	<p>1.2. “UNTIE” ODR and suspension data cross-referenced with mainframe discipline data. Leadership Team/Behavior Leadership Team meeting reviews observation data from school wide PBS or CHAMPS fidelity implementation “walk through” checklist to target areas of need. CHAMPS Tier 1 School-Wide Implementation Fidelity Check CHAMPS Tier 2 School-Wide Classroom Fidelity Check CHAMPS Student Interview Fidelity Check</p>	

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		<p>2.1.</p> <p>Inconsistent implementation of Positive Support Behavior strategies and CHAMPS strategies due to lack of school wide reinforcement system to sustain positive school wide behavioral expectations by school faculty. .</p>	<p>2.1.</p> <p>Identify and develop school wide reinforcement system (ex. token economy) that includes a specific reward schedule and positive incentives available for students and teachers.</p> <p>-Utilize student reinforcement surveys to ensure reward systems are designed to increase student motivation for following school wide expectations and rules.</p> <p>-Leadership Team and Behavior Leadership Team will review subgroup proposal and allocates funds/resources as needed to support reward system.</p> <p>-Teachers will be trained in writing positive referrals and how they will be used to decrease referrals.</p>	<p>2.1.</p> <p><u>Who</u></p> <p>-Leadership Team</p> <p>-Behavior Leadership Committee</p> <p>-Administration</p> <p><u>How</u></p> <p>-Student reinforcement surveys</p> <p>-Teacher reinforcement surveys</p>	<p>2.1.</p> <p>-Leadership Team/ Behavior Leadership Team will review data on Office Discipline Referrals (ODRs), out of school suspensions(OSS), and ATOSS data monthly</p>	<p>2.1.</p> <p>“UNTIE” ODR and suspension data cross-referenced with mainframe discipline data.</p> <p>Leadership Team/Behavior Leadership Team meeting reviews observation data from school wide PBS or CHAMPS fidelity implementation “walk through” checklist to target areas of need.</p> <p>CHAMPS Tier 1 School-Wide Implementation Fidelity Check</p> <p>CHAMPS Tier 2 School-Wide Classroom Fidelity Check</p> <p>CHAMPS Student Interview Fidelity Check</p>	
<p>Suspension Goal #3:</p> <p>Strategy Summary 3</p> <p>Implement a variety of intervention to reduce referrals to OSS and ATOSS</p>		<p>3.1.</p> <p>Unclear school wide procedures and routines as well as inconsistent application of corrective school wide/classroom strategies.</p>	<p>3.1.</p> <p>When students receive a referral conference with student and parent and ISS will be a priority to encourage improvement in behavior and working with the parents.</p>	<p>3.1.</p> <p>Parent Contact Logs</p> <p>Ed Connect</p>	<p>3.1.</p> <p>Leadership Team/ Behavior Leadership Team will review data on Office Discipline Referrals (ODRs), out of school suspensions(OSS), and ATOSS data monthly</p>	<p>3.1.</p> <p>“UNTIE” ODR, EASI, and suspension data cross-referenced with mainframe discipline data</p>	

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			3.2. Grade level teams will utilize after school and Saturday detentions as an intervention for behavioral incidences occurring within the classroom	3.2. Detention excel data base			
			3.3. Peer Mediation will be used as an intervention to divert students from engaging in behaviors that result in OSS or ATOSS	3.3. <u>Who</u> Guidance <u>How</u> Peer Mediation Process	3.3. Peer Mediation student logs	3.3. "UNTIE" ODR, EASI, and suspension data cross-referenced with mainframe discipline data	
Suspension Goal#4: Strategy Summary 4 Implement a variety of interventions to reduce referrals leading to ISS		4.1. Limited opportunities for students to connect and establish mentoring relationships with adults at school.	4.1. Target students participate in Academy of Success to learn positive behavior strategies.	4.1 <u>Who</u> Dr. Tucker <u>How</u> Teacher Team Referral	4.1. -Review data Office Discipline Referrals (ODRs), out of school suspensions(OSS), and ATOSS data monthly	4.1. "UNTIE" ODR, EASI, and suspension data cross-referenced with mainframe discipline data	
			4.2. When students receive a referral conference with student and parent and ISS will be a priority to encourage improvement in behavior and working with the parents.	4.2. Parent Contact Logs Ed Connect	4.2. Leadership Team/ Behavior Leadership Team will review data on Office Discipline Referrals (ODRs), out of school suspensions(OSS), and ATOSS data monthly	4.2. "UNTIE" ODR, EASI, and suspension data cross-referenced with mainframe discipline data.	

Suspension Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Leadership Team	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	6th – 8th	Behavior Leadership Team	School wide		Weekly/Bi-Weekly/Monthly data review with support from PBS Coach. Leadership Team will review attendance and behavior data and will monitor school wide reinforcement system. The school’s PBS system determines students in need of Tier 2 and Tier 3 supports. Provide ongoing professional development for teachers, plans and implements universal, supplemental, and intensive supports for students, establishes ongoing contact with parents.	APs District RtI Facilitator

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CHAMPS

6th – 8th

Leadership Team

School wide

Increase Fidelity of CHAMPS implementation

Behavior
Leadership Team

APs

District RTI Facilitator

CHAMPS Tier 1 School-Wide Implementation Fidelity Check

CHAMPS Tier 2 School-Wide Classroom Fidelity Check

Leadership Team conduct walk throughs using CHAMPS fidelity checklists

Collect data on percent of teachers trained in CHAMPS

End of Suspension Goals

Parent Involvement Goal(s)

See Parent Involvement Plan

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

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

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

Parent Involvement Professional Development

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.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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End of Parent Involvement Goal(s)

Health and Fitness Goal(s) (District Goal)

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

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

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<p>1. Health and Fitness Goal</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Health and Fitness Goal #1:</u> Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Health and Fitness Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Continuous Improvement Goal(s) (District Goal)

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

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

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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1.	1.1. Book Study with Leadership Team Leadership Team meets on a regular basis PLCs meet on a regular basis.	1.1. Teacher surveys during the school year to check on the pulse of the school	1.1. Data from teacher surveys during the year used to make adjustments to strategies and/or action steps.	1.1. 2013 School Climate Survey		

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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
On the 2013 School Climate Survey, the percentage of teachers who strong agree “the school has a culture of collegiality and trust” will increase from 17.2% to 30%							
	17%	30%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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

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<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>A.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to</p>	<p>A.1. Who Principal, Site Administrator, Assistance Principal ESE Specialist How IEP Progress Reports reviewed by APC</p>	<p>A.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>A.1. During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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		effectively implement IEP/SWD strategies and modifications into lessons.					
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Levels 4-9 on the 2013 FAA will maintain or increase by 1%.							
	87%	88%					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1.</p>	<p>B.1. See Rea ding FAA A.1</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>		
<p><u>Reading Goal B:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>12%</p>	<p>13%</p>					

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		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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

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<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessional at varying levels of expertise in providing support. -ELL population not large enough to have an ESOL Resource Teacher -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.</p>	<p>1.1 ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)</p>	<p>1.1 <u>Who</u> -Guidance Counselor/ELL Chair <u>How</u> -Guidance Counselor walk-throughs using the walk-throughs look for Committee Meeting Recommendations. - In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist are used as walk-through forms</p>	<p>1.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>1.13 <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests</p>	
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<p><u>CELLA Goal #C:</u></p> <p>The percentage of ELL students scoring proficient on 2013 CELLA/Listening Speaking will increase from 51% to 53%</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>51%</p> <p>Target: 53%</p>					

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		<p>1.2</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the ELL Chair (guidance counselor).</p> <p>-Teachers implementation of CALLA is not consistent across core courses.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.</p>	<p>1.2</p> <p>ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the Cognitive Academic Language Learning Approach (CALLA) strategy across Reading, Language Arts, Math, Social Studies and Science.</p> <p><u>Action Steps</u></p> <p>-LYAs are clustered together in classes in order to improve the amount of time the paraprofessional can devote to students in the classroom and provide teacher support.</p> <p>- The ELL Chair meets with the LYA teachers on a monthly basis to reflect on ELL progress and walk-through data gathered by the ELL Chair. The reflections/ data will be used to drive future instruction.</p> <p>-ELL Chair (guidance counselor) provides professional development to all content area teachers on how to embed CALLA into core content lessons.</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to</p>	<p>1.2</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Guidance Counselor/ ELL Chair conducts walk-throughs using the walkthrough form from:</p> <p><u>The CALLA Handbook</u>, p. 101, Table 5.4 “Checklist for Evaluating CALLA Instruction.</p>	<p>1.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers use the on-line grading system data to calculate their students’ progress towards their PLC and/or individual ELL SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ELL Chair meets with the LYA teachers monthly to conduct an analysis of ELLs core curriculum performance data.</p> <p>- For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-ELL Chair shares ELL SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student</p>	<p>1.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>
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			determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.		supplemental instruction. -ELL Chair meets with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier					
D. Students scoring proficient in Reading.	2.1.	See CELLA Goal #C - strategy 1.1 and 1.2				

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of ELL students scoring proficient on 2012 CELLA/Reading will increase from 12% to 14%</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>12%</p> <p>Target: 14%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p>	<p>2.1. See CELLA Goal #C - strategy 1.1 and 1.2</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u> The percentage of ELL students scoring proficient on 2012 CELLA/ Writing will increase from 18% to 20%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

	18%					
	Target: 20%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1. See Reading FAA A.1	F.1.	F.1.	F.1.		

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Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring Levels 4-9 on the 2013 FAA will maintain or increase by 1%.							
	87%	88%					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1. See Reading FAA A.1	G.1.	G.1.	G.1.				
<p><u>Mathematics Goal G:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>							
	<p>87%</p>	<p>88%</p>							

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		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

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

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1.</p>	<p>J.1. See Rea ding FAA A.1</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>		
<p><u>Science Goal J:</u></p> <p>The percentage of students scoring Levels 4-9 on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>82%</p>	<p>83%</p>					

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

NEW Writing Florida Alternate Assessment Goal

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

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<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1. See Reading FAA A.1	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u> The percentage of students scoring Levels 4-9 on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>82%</p>	<p>82%</p>					
		M.2.	M.2.	M.2.	M.2.	M.2.	

		M.3.	M.3.	M.3.	M.3.	M.3.	
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NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement and expand integrative approaches to the Common Core Standards.</p>	<p>I.1.</p> <p>New content</p>	<p>I.1.</p> <p>-Implement CCSS unit in MJ2 Advanced.</p> <p>-Use CCSS classroom challenges in 7th, 8th and high school credit courses.</p>	<p>I.1.</p> <p><u>Who</u></p> <p>Math Coach</p> <p><u>How</u></p> <p>Walkthrough data</p>	<p>I.1.</p> <p>Student evaluation data will be analyzed and use to drive future instruction</p>	<p>I.1.</p> <p>Unit assessment data</p> <p>Student work samples</p>

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

STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	6-8	Math Coach	Math Teachers	PLC meetings – 3 times per month	Walk-throughs	Math Coach

End of STEM Goal(s)

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

CTE Professional Development

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>The number of students qualifying for and participating in the State HOSA competition will increase from zero students in 2011-2012 to 15 students in 2012-2013.</p>	<p>1.1.</p> <p>Funds needed to support 15 students at the state level</p> <p>Parent Chaperones needed at the state level</p> <p>Magnet students getting transportation from after school HOSA meetings</p>	<p>1.1.</p> <p>Hold parent meeting in September for HOSA members to devise a plan for finances needed for HOSA competitions</p>	<p>1.1.</p> <p>Lead Teacher of Magnet and Medical Skills Teachers</p>	<p>1.1.</p> <p>Attendance of parents of the HOSA students and the minutes of the meeting with a plan for funding the regional and state competitions</p>	<p>1.1.</p> <p>Minutes of the meeting and attendance sign in</p>
	<p>1.2. Students not understanding the purpose and value of HOSA</p>	<p>1.2. Medical Skills teachers grades 6-8 inform students about the HOSA program and plan meeting days and times most conducive for student participation</p>	<p>1.2. Medical Skills Teachers</p>	<p>1.2. Number Participation enrollment sheets for HOSA</p>	<p>1.2. Number of HOSA members</p>

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	1.3. Student sustainable commitment to HOSA	1.3. Plan engaging activities, field trips, and special speakers for HOSA students	1.3. Lead Teacher and Medical Skills Teachers	1.3. Number of students originally in HOSA and number who compete in regional and state competitions	1.3. Number of HOSA students all year proven by sign in sheets
<u>CTE Goal #2:</u> Increase the number of community medical speakers in the Medical Skills elective courses grades 6-8 from four times during the year to at least ten times during the year		2.1 Invite speakers from different fields of the medical profession to come and speak to the medical magnet students through their Medical Skills elective courses grades 6-8	2.1 Lead Teacher Medical Skills Instructors	2.1 Follow-up thank you letters to the speakers from the students.	2.1 Log of the speakers, their field, and their place of work in the community

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Medical Skills PLC	6-8	Lead Teacher	Lead Teacher, Medical Skills Instructors, AP for magnet	Tuesdays, second period	Number of students attending weekly HOSA meetings and those who compete at Regional and State levels	Lead Teacher Medical Skills Instructors

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes

No

If No, describe the measures being taken to comply with SAC requirements.
The SAC is currently under development.

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

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Final Amount Spent			