

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: McLane Middle School	District Name: Hillsborough County Public Schools
Principal: Franklin Oliver	Superintendent: MaryEllen Elia
SAC Chair: Wendy Donovan	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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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	Franklin Oliver	BS Health and Physical Education MS Administration and Supervision	4	21	11-12: McLane Middle , C, 10/11: McLane Middle, C, 69% 09/10:McLane Middle, C, 85% AYP
Assistant Principal	Michele Alvarez-Hardin	BS Elementary Ed MS Ed Leadership	6	8	11-12: McLane Middle , C, 10/11:McLane Middle, C, 69% AYP 09/10:McLane Middle, C, 85% AYP
Assistant Principal	Candace Chatman Johnson	BS Mass Communication Doctorate Ed Leadership	12	8	11-12: McLane Middle , C, 10/11:McLane Middle, C, 69% AYP 09/10:McLane Middle, C, 85% AYP
Assistant Principal	Chappella Hill	BS Political Science MS Ed Leadership Social Studies, MG Integrated, Principalship	1	17	11-12: McLane Middle , C, 10/11: McLane Middle, C, 69% AYP 09/10:Hillsbourough Virtual School

Highly Qualified Instructional Coaches

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

Subject 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	Glennell Mack	BS Elementary Education K-6	2	0	11/12: McLane Middle, C 10/11:Kimbell, C, 74% 09/10: Kimbell, C, 79%
Science	Meredith Hackemack	BS Education	3	2	11/12: McLane Middle, C, 10/11:McLane Middle, C, 69% AYP 09/10:McLane Middle, C, 85% AYP
Math	Ayana Lucas	BS Mathematics Education Masters in Rehabilitation and Mental Health Counseling Certification: 6-12 Mathematics, Gifted	1	1	11/12: McLane Middle, C 10/11: Spoto, A, 85% 09/10: Sligh, D, 77%

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Writing	Darryl Webb	BS English Education MA Educational Leadership	6	1	11/12: McLane Middle, C, 10/11:McLane Middle, C, 69% AYP 09/10:McLane Middle, C, 85% AYP
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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2011	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	On-going	
3. MAP	Supervisor of Data Analysis	July 2012	
4. Performance Pay	General Director of Federal Programs	July 2011	
5. Regular meetings of new teachers with Principal	Franklin Oliver	On-going	
6. Partnering new teachers with veteran staff	Franklin Oliver	On-going	
7. Teacher Incentive Fund	General Director of Federal Programs	July 2012	
8. Regular meetings with new and veteran Science teachers	MS Science District Resource Teacher	On-going	
9. Regular meetings with new and veteran Math teachers	MS Math District Resource Teacher	On-going	
10. Regular meetings with new and veteran Reading teachers	MS Reading District Resource Teacher	On-going	
11. Helios Leadership Grant	Science Supervisor	On-going	
12. District Mentor Program	District Mentor	On-going	
13. District Peer Program	District Peer	On-going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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Teachers: Nine teachers	Depending on the needs of the teacher, one or more of the following strategies are implemented. <u>Administrators</u> Meet with the teachers once per nine weeks to discuss progress on: <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <u>Academic Coach</u> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <u>Subject Area Leader/PLC</u> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
82	13% (11)	13% (11)	53% (44)	19% (16)	31% (26)	8% (7)	15% (13)	1% (1)	29% (29)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Trenika Thornton	Gregory Cecil	EET Mentor for 1 st year teacher	Meetings, observations, coaching
Tranika Thornton	Angelica Mora	EET Mentor for 1 st year teacher	Meetings, observations, coaching
Tranika Thornton	Linda Debarros	EET Mentor for 1 st year teacher	Meetings, observations, coaching

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Tranika Thornton	Shayla Everett	EET Mentor for 1 st year teacher	Meetings, observations, coaching
Wendy Donovan	Gilene Janvier	TIP Mentor	Meetings, observations, coaching
Adam Radwanski	Karen Kimbro	TIP Mentor	Meetings, observations, coaching
Glennell Mack	Kathy Luckie-Boyd	TIP Mentor	Meetings, observations, coaching
Meredith Hackemack	Travian Mitchell	TIP Mentor	Meetings, observations, coaching
Meredith Hackemack	Catherine Simons	TIP Mentor	Meetings, observations, coaching
Meredith Hackemack	Kenneth Slattery	TIP Mentor	Meetings, observations, coaching
Wendy Donovan	Amy Stocker	TIP Mentor	Meetings, observations, coaching
Darryl Webb	Arlene Summers	TIP Mentor	Meetings, observations, coaching
Ayana Lucas	Tavon Williams	TIP Mentor	Meetings, observations, coaching

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

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Title X- Homeless
Supplemental Academic Instruction (SAI) Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Principal – Franklin Oliver

Assistant Principal– Candace Johnson

Assistant Principal– Michele Alvarez-Hardin

Assistant Principal- Chappella Hill

Administrative Resource Teacher – Napoleon Wade

School Psychologist – Nancy Hancock

Guidance Counselors – Diane Finch (LOA) , Anna Mabry, Carmen Ranelle and Melody Yarber

School Social Worker – Michelle Knox

ESE Specialist – Randy Delliveniri

Subject Area Leader Language Arts/Writing Coach– Darryl Webb

Subject Area Leader/Coach Math – Ayana Lucas

Subject Area Leader/Coach Science – Meredith Hackemack

Subject Area Leader Social Studies – Wendy Donovan

Reading Coach – Glennell Mack

School Advisory Council Chair – Wendy Donovan

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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?

McLane's MTSS Team will be a subset of the Leadership Team. The purpose of the Leadership Team (and MTSS subset team) will be to provide high quality instruction/intervention matched to student needs and student data. One of the tasks of the Leadership Team is to address the progress and supplemental educational plan for students demonstrating non-mastery of core curriculum. Another important task of this team is to discuss strategies and techniques for strengthening the core curriculum. The goal of the team is to help low performing students stay in the regular core education setting and improve long term outcomes. The Leadership Team (or subgroups within the team) will meet 2 times a month, one of those meeting will include the functions below.

After the Leadership Team and faculty receive the appropriate MTSS training, McLane's goal is to structure MTSS functions as follows:

- Develop and begin implementation of a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- Oversee the organization and collection of student data throughout the school year
- Review/interpret student data throughout the school year (Academic and Behavior)
- Strengthen the Tier 1 (core curriculum) instruction:
 - Through the implementation of PLCs
 - Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
 - Through the use of Common Assessments given every 6-9 weeks.
 - Through the implementation of research-based, scientifically validated instruction/interventions.
- AVID strategies-school wide binders and Cornell notes.
- The AVID program focuses on college and careers. AVID students interview teachers about college and careers. Teachers display posters of the colleges in the halls and classrooms.
- Based on student data, recommend, coordinate and implement supplemental services (Tier 2 and 3) that match students' non-mastery of skills through:
 - Developing tutoring during the day in small group pull-outs in reading, math, and science
 - Extended Learning Programs after school and during Saturday Academy
 - Intensive Reading and Math classes
 - AVID program which includes Tutorials

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<p>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?</p> <p>The School Advisory Council (SAC) Chair is a member of the Leadership Team.</p> <ul style="list-style-type: none">• The Leadership Team along with the faculty were involved in developing the School Improvement Plan through activities that were conducted at the beginning of the 12-13 school year.• The School Improvement Plan is the document that guides the work of the Leadership Team and content specific PLCs. The large part of the work of the Leadership Team and PLCs is outlined in the Action Steps, Evaluation Process, Evaluation Tools, and Professional Development of the School Improvement Plan.• Since one of the main tasks of the Leadership Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.
MTSS Implementation
<p>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.</p> <p>For the answer to this questions, see FCIM Model – Check - Assessments</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The MTSS PowerPoint presented to Principals during School Improvement Training will be shared with staff.</p> <p>The school Psychologist provides training for administrators, coaches/subject area leaders and finally to the PLC’s.</p> <p>The MTSS team develops and models data collection procedure for all three tiers of behavior and academic interventions.</p> <p>Training will be provided during scheduled MTSSI meetings, PLC’s or “rolling in-services” where appropriate.</p>
<p>Describe plan to support MTSS.</p> <p>The administration will attend MTSS meetings in order to provide resources as need.</p>

Literacy Leadership Team (LLT)

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

- Franklin Oliver – Principal
- Michele Alvarez-Hardin – Assistant Principal
- Candace Johnson – Assistant Principal
- Glennell Mack – Reading Coach
- Randy Delliveniri – ESE Specialist
- Sandra Sames – Reading Teacher
- Julie Justin – Reading Teacher
- Sandra Revels – Technology Resource Teacher
- Darryl Webb – Language Arts Subject Area Leader/Writing Coach
- Donna Bailey – Media Specialist
- Wendy Donovan – SAC Chair and Social Studies Subject Area Leader
- Meredith Hackemack – Science Coach/SAL

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

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

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Make sure all teachers have been CRISS trained
- Train and Implement reading best practices including AVID, WICR and Kagen
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis: using FAIR and F-CIM data
- Implement K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

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

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the reading coach at each school site.

Social Studies department will use F-CIM to identify reading benchmarks to teach, re-teach and collect and analyze data. The reading coach will work with the Social Studies PLC's in order to select appropriate reading strategies.

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

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

McLane Leadership Team is a part of the the Reading Leadership Team. This team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the leader of this team and the reading coach is an integral member guiding the data review, creation of an action plan, progress monitoring of the plan, and evaluation of the plan each school year. The Leadership Team has representation from each content area and they are responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to the identified students' needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments, and re-teach lessons based on the on-going collection of student data.

The reading coach is responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds and Stimulus funds. School support for maintenance includes Vocabulary Word of the Day, Geography Bee, Science Fair, History Fair, Battle of the Books, Reading Counts, Data Chats and Brain Bowl.

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student 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. Teachers knowledge base of engaging students in frequent checks of their understanding strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. Who: -Principal -AP -Instructional Coaches -PLC Facilitators</p> <p>Reading PLC Logs Administration and coach rotate through PLCs looking for complex text discussion.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. . <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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Reading Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 3 or higher on 2013 FCAT Reading will increase from 32% to 40%.							
	32	40					

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		<p>1.2. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.2. Common Core Reading Strategy Across all Content Areas Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. All content area teachers are responsible for implementation.</p> <p>Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.2. Who -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/ Department Heads</p> <p>How -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCs turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>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.</p> <p>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>1.2. 3x per year - FAIR</p> <p>During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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		<p>1.3. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to <u>design and deliver a close reading</u> lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <u>All content area teachers are responsible</u></p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading Logs -Language Arts Logs -Social Studies Logs -Elective Logs</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p>	<p>1.3. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p>	<p>2.1. Student's reading, writing, language, and listening/ speaking skills will improve through the implementation of following the curriculum with fidelity.</p>	<p>2.1. The Reading Coach will support reading teachers through co-planning, modeling, co-teaching, debriefing, or teacher/student data chats.</p>	<p>2.1. Every two weeks the coach will meet with the APC to review coaching logs and develop a short term action plan as needed.</p>	<p>2.1. Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
<p><u>Reading Goal #2:</u> The percentage of students scoring level 4 or 5 in Reading will increase from 15% to 18%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>15</p>	<p>18</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>	
<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>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>3.1. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it? Actions/Details -Grade level/ like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work.</p>	<p>3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>3.1. 3x per year FAIR During the Grading Period Common assessments (pre, post, mid, section, end of unit)</p>		
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		Discussions are summarized on log.					
<u>Reading Goal #3:</u> The percentage of students making learning gains will increase from 53 to 60.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53	60					

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		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. <u>Strategy/Task</u> Student achievement improves when teachers use on-going student data to differentiate instruction. <u>Actions/Details</u> <u>Within PLCs Before Instruction and During Instruction of New Content</u> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <u>In the classroom</u> -During the lessons, students are involved in flexible grouping techniques <u>PLCs After Instruction</u> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation.</p>	<p>3.2. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration, SAL and/or coaches. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs</p>	<p>3.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction.</p>	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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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		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <u>Academic Coach</u> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification,</p>	<p>4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1 .Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
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		selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis					
<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 60 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	52	60					

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		<p>4.2. The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between</p>	<p>4.2. Strategy Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2. Who Administrators How Monitored Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2. Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2. Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>	
		4.3	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	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>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. White: Black: Hispanic: Asian: American Indian: See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.	5A.1.		

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Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The percentage of White_students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 55% to 67%.</p> <p>The percentage of Black_students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 20% to 32%.</p> <p>Enter narrative for the goal in this box.</p>							
	White:55% Black:20% Hispanic:4 1% Asian: American Indian:	White:67% Black:32% Hispanic:44% Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	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. N/A	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> The percentage of economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 27 % to37%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	27%	37%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student 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 reading.</p>	<p>5C.1. Improving the proficiency of ELL students in our student is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to</p>	<p>5C.1 . ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the <u>Cognitive Academic Language Learning Approach (CALLA)</u> strategy across Reading, Language Arts, Math, Social Studies and Science. <u>Action Steps</u> -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to embed CALLA into core content lessons. -ERT models lessons using CALLA. -ERT observes content area teachers using CALLA and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to</p>	<p>5C.1. <u>Who</u> -School based Administrators -District Resource Teachers -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walkthrough form from: <u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for</p>	<p>5C.4 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.4 -FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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	effectively conduct a CALLA fidelity check walk-through.	all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.					
<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 6% to 8 %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	6%	8%					

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		<p>5C.2. Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent</p>	<p>5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.</p>	<p>5C.2. . Who -School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the CRISS walkthrough form</p>	<p>5C.2.</p>	<p>5C.2.</p>	
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		5C.3.	5C.3. ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across 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)	5C.3. <u>Who</u> -School based Administrators -ESOL Resource Teachers -PLC Facilitators <u>How</u> PLC logs (with specific ELL information) for like courses/grades.	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		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.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>5D.1. <u>Strategy</u> 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 effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1.</p>		
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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 8% to 17%.							
	8%	17%					

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		<p>5D.2. Improving the proficiency of SWD in our school is of high priority. -Teachers need support in drilling down their core assessments to the SWD level. -General educational</p>	<p>5D.2. Strategy/Task SWD student achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p>Actions Plan For an upcoming unit of instruction determine the following: -What do we want our SWD to learn by the end of the unit? -What are standards that our SWD need to learn? -How will we assess these skills/standards for our SWD? -What does mastery look like? -What is the SMART goal for this unit of instruction for our SWD?</p> <p>Plan for the "Do" What do teachers need to do in order to meet the SWD SMART goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD?</p>	<p>5D.2. 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 SWD SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SWD 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 SWD SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SWD SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2. 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</p>	<p>5D.2. FAIR During the Grading Period -Core curriculum end of core common unit segment tests with data aggregated for SWD performance</p>	
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		<p>-What checks-for-understanding will we implement for our SWD? -What teaching strategies/best practices will we use to help SWD learn? -Specifically how will we implement the _____ strategy during the lesson? -What are teachers going to do during the lesson for SWD? -What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i> For lessons that have already been taught within the unit of instruction, teachers reflect and discuss one or more of the following regarding their SWD: -What worked within the lesson? How do we know it was successful? Why was it successful? -What didn’t work within the lesson? Why? What are we going to do next? -For the implementation of the _____ strategy, what worked? How</p>				
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			do we know it was successful? Why was it successful? What checks for understanding were used during the lessons?				
		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 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
The 3 S's of Complex Text: Selecting / Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	6-8	SAL, Course Specific PLC Facilitators ,Reading Coach	On going in PLC's and faculty	On -going	Classroom walk-throughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

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Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
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End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics 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 mathematics (Level 3-5).</p>	<p>1.1. Teachers must ensure that they progress monitor students for understanding in the classroom</p> <p>Accurate data and constant data collection is necessary and teachers will need additional training in order to learn how to analyze the data and re-teach when needed.</p>	<p>1. Strategy Teachers will implement <u>Core Continuous Improvement Model</u> (Plan Do Check Act) on chapters from the core curriculum.</p> <p>Action Step 1.1 Plan Professional Development in PLCs Within PLCs, math teachers will discuss and/or plan out the following topics <i>(EET Rubric 4d – Participating in a Professional Development & 4E – Growing and Developing Professionally)</i></p> <ul style="list-style-type: none"> • Pacing <i>(EET Rubric 1a – Demonstrating Knowledge of Content and Pedagogy)</i> • Data Analysis <i>(EET Rubric – Designing Student Assessments)</i> • Common Assessments (Unit and Springboard) for 6th, 7th, and Algebra 1 Honors <i>(EET Rubric – Designing Student Assessments)</i> 	<p>1.1. The Math Coach will complete walk-throughs, teacher data chats, and classroom visits to monitor progress.</p>	<p>1.1. During PLC's the current data will be discussed with teachers to address student needs.</p> <p>The Math coach will meet weekly with the Administrators to discuss teacher needs.</p>	<p>1.1. Common Assessments</p> <p>End of unit common assessment tests</p>		
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		<ul style="list-style-type: none"> • Mini Assessments using Florida Achieves as a resource (<i>EET Rubric – Designing Student Assessments</i>) • Core Curriculum planning (<i>EET Rubric 1e – Designing Coherent Instruction</i>) • Higher Order Thinking (<i>EET Rubric 3b – Using Question and Discussion Techniques</i>) • Student Engagement (<i>EET Rubric 3c – Engaging Students in Learning</i>) • Student center environment (<i>EET Rubric 3b – Using Question and Discussion Techniques & EET Rubric 3c – Engaging Students in Learning</i>) 					
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<p><u>Mathematics Goal #1:</u> In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 37 to 40.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>37</p>	<p>40</p>					
		<p>1.2.</p>	<p>1.2. Action Step 1.2 Plan One-on-one support The school-based Math Coach provides planning, modeling, co-teaching, coaching cycle, conferencing with teachers for the strategies listed in Action Step 1.1 (EET Rubric 4e – Growing and Developing Professionally)</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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		1.3.	<p>1.3 Action Step 1.3 Do <i>Teachers in Classrooms</i> Teachers in the classroom implement strategies outlined in Action Step 1.1. (EET Rubric – Domain 3)</p> <p>Math Coach/ Math On-the-Ground Coach will collect evidence of implementation of strategies as discussed in Step 1.1 using a middle school focus school math walk-through form. The data from this form is used to drive future topics at PLC meetings and individualized one-on-one teacher support. Coaches will share the walk-through data with teachers on an individual basis. (EET Rubric 4e – Growing and Developing Professionally)</p>	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		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. Teachers must increase rigor in the classroom by ensuring they use higher level questions and problem-solving skills.</p> <p>Accurate data and constant data collection is necessary and teachers will need additional training in order to learn how to analyze the data and re-teach when needed.</p>	<p>2.1. The Math Coach will create word problems that challenge students to use their higher level thinking skills.</p>	<p>2.1. The Math coach along with administration will complete walk-throughs to ensure teachers and students are using Higher order thinking skills in order to solve high level questions.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Mathematics Goal #2:</u> In grades 6-8, the percentage of Standard Curriculum students scoring Level 4 or higher on the 2013 FCAT Math will increase from 15 to 18.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>15</p>	<p>18</p>					

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		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.	3.1.	3.1.	3.1.		
<u>Mathematics Goal #3:</u> In grades 6-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 62 to 65.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62	65					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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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		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
<u>Mathematics Goal #4:</u> In grades 6-8, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 62 to 65.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62	65					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	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>Math Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.		
<u>Reading Goal #5A:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					

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

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
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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.	1.1. The Math Coach and Administration will monitor student grades and progress throughout the nine weeks	1.1.	1.1.		
Algebra Goal #1: Ninety percent of students scored proficient on the end of course exam. We will increase the percentage of students being proficient to 95%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	90	95					
		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		

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<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u> We will increase the number of students scoring Level 4 or 5 on the Math EOCn</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>32</p>	<p>35</p>					
		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

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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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

End of Mathematics Goals

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Elementary and 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- -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology (animations, probeware, digital microscopy)</p>	<p>1.1. Teacher: - Teachers will use the 5 E Lesson Planning Model (Correlated back to Domain 1 from EET Rubric to design coherent instruction) to increase student learning in science. Teachers will increase students' engagement through the use of higher order thinking, checks for understanding, and hands on inquiry. <u>Action Steps:</u> <u>1.1</u> <u>Professional Development</u> <u>In PLCs (PLAN)</u></p>	<p>1.1 <u>Who</u> Principal APC Science Coach Science SAL <u>How Monitored</u> Classroom walkthroughs to observe this strategy</p>	<p>1.1. Teacher level: In PLCs, teachers: -For the skills that have not been mastered, teachers determine where skills will be connected to future lessons. -Identify lack of content understanding that is evident across the grade level and specific courses. -Based on the data, identify/create mini lessons and mini assessment.</p>	<p>1.1. <u>2x per year</u> 1st Quarter Pre/Post test Semester Exams <u>During the Grading Period</u> 4 Question common assessments given every two weeks to check for understanding Big Idea common assessments given at the end of each unit of study</p>		
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		<ul style="list-style-type: none"> • Planning for the 5E Instructional Model • Building Common assessments around Big Ideas/Benchmarks with an emphasis on using questions that have the rigor of FCAT 2.0. • Higher Order Thinking • Engagement • Inquiry 					
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Science Goal #1:	2012 Current	2013					
In Grade 8, the percentage	Level of	Expected					
of standard curriculum	Performance	Level of					
students scoring a Level		Performance					
3 or higher on the 2013							
FCAT Science will							
increase from 39% to							
43%. (+27 students)							

	39%	43%					
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		1.2.	<p><u>1.2Professional Development One-on-One Support (DO)</u> The science coach will co-teach and collaborate with individual teachers to further their professional development and implementation of the strategies</p> <p><u>Teachers in Classrooms (CHECK)</u> Teachers in the classroom implement strategies outlined in Action Step 1.1.</p>	1.2.		1.2.	1.2.	
				1.2.		1.2.		PLCs will keep document work done for each unit of study and results at end of study.

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		1.3.	1.3. Assessment Teachers in PLCs (ACT) Teachers bring their common assessment benchmark data back to the PLCs. In PLCs, teachers: -For the skills that have not been mastered, teachers determine where skills will be connected to future lessons. -Identify lack of content understanding that is evident across the grade level and specific courses. -Based on the data, identify/create mini lessons and mini assessment.	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		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>2.1. Strategy Teachers will infuse the nature of science and scientific inquiry by creating lessons that allow students to be intellectually active through the use of appropriate instructional methods, scientific processes, laboratory experiences, uses of technology, and the use of content based readings</p> <p>2.2 As a Professional Development activity in their PLCs, teachers spend time sharing, teaching, and</p>	<p>2.1. Principal APC Science Coach Science SAL</p> <p>How: Walkthroughs PLC log</p>	<p>2.1. PLCs will track the achievement levels of classes through common assessments</p>	<p>2.1. <u>2x per year</u> 1st Quarter pre/post tests</p> <p>Semester Exams</p> <p><u>During the Grading Period</u> Common grade level assessments given at end of each unit of study.</p>		
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		modeling technology and hands-on strategies.					
Science Goal #2: In Grade 8, the percentage of standard curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 4% to 7% (+8 students)	<u>2012 Current Level of Performance</u> .*	<u>2013 Expected Level of Performance</u> .*					
	4%	7%					
		2.2.	2.2. -Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology within the 5E Instructional Model.	2.2.	2.2.	2.2.	

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		2.3	2.3 Teachers implement the 5E Instructional Model to promote learning experiences that cause students to think, make connections, formulate and test hypotheses and draw conclusions.	2.3	2.3	2.3	
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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 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

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 4.0 or higher in writing.</p>	<p>1.1. Teachers may not have a grasp of varying sentence structure.</p>	<p>1.1. <u>Strategy</u> Students' ability to write using various sentence structures will improve due to an emphasis on a site-based writing instruction plan.</p> <p><u>Action Steps</u> 1.1 – Information will be gathered during PLC's, walk throughs, and teacher/writing resource conferences to access teachers' skill levels on teaching sentence variety through the use of district's curriculum/framework. 1.2 – During PLC, teachers/writing resource will participate in site-</p>	<p>1.1. <u>Who</u> Writing Resource Teacher, ELA supervisor</p> <p><u>How</u> Classroom Walk-through forms</p>	<p>1.1. <u>Teacher Level</u> - Teachers will identify lessons that are connecting with the sentence structure. - Teachers will post student models with in the class and continuously refer to and use the structure in their daily lessons.</p> <p><u>PLC Level</u> -Teachers will discuss possible lessons and create presentations/lesson plans that would highlight the sentence structure. -Student samples would be brought and discussed in the meeting to analyze strengths, weaknesses, and next steps.</p> <p><u>Writing Resource Teacher</u> -Do monthly walk-throughs to collect data on the use of sentence structures. -Data will be discussed with teachers who are not meeting expectations.</p>	<p>1.1. Embedded Assessments Various Writing Samples -QuickWrites -Bellwork -SpringBoard Prompts -Monthly Timed Writes</p>	
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		<p>based trainings / professional development in order to support the site-based writing instruction plan. Teachers /writing resource teacher will also identify the sentence variety teaching opportunities within the curriculum/ framework or discuss or plan ways to highlight the given concepts .</p> <p>1.3 – During PLCs, identify the sentence variety teaching opportunities within</p>					
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		<p>the curriculum/framework. If no opportunities exist, teachers/writing resource will collaborate to create mini-lessons on to support the site-based writing instruction plan.</p> <p>1.4 – According to the site-based writing instruction plan, teachers will implement instruction on using a variety of sentence structures. Data will be collected through monthly writing</p>					
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		<p>samples as well as coach walkthroughs looking for student-generated sentence models. 1.5 – In PLC’s teachers/coaches analyze the use of a variety of sentence structures to identify patterns of strengths and weaknesses. Results will be used to drive future instruction.</p>					
<p>Writing/LA Goal #1: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Writes will increase by 5%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	78%	83%					
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		<p>1.2. - Teachers knowledge on how to effectively conference with students during the writing process. The Writing Resource will provide training and modeling on how to effectively conference with students while writing.</p>	<p>1.2. <u>Strategy</u> Students' ability to write proficiently will improve due to an emphasis on teachers conferencing with students about their writing.</p> <p>Steps:</p> <p>1.1- Information will be gathered by teacher survey, walkthroughs, and during PLCs to determine knowledge of and comfort level regarding conferencing with students about their writing.</p> <p>1.2- Within PLCs, teachers/writing resource teacher will receive on-going training/ professional development to support writing conferencing as a tool to improve writing proficiency.</p> <p>1.3- Teachers will conference with students during writing activities and record student data using a conference log as evident by walkthroughs, student samples, PLC logs, Writing Resource logs, and conference logs.</p>	<p>1.2. <u>Who</u> Writing Resource Teacher, ELA supervisor</p> <p><u>How</u> Classroom Walk-through forms Monthly Portfolio Checks</p>	<p>1.2. <u>Teacher Level</u> - Teacher will plan the appropriate time to complete writing conferences. -Teachers will use conferencing resources to aide in providing meaningful and relevant feedback t students.</p> <p><u>PLC Level</u> -Teachers will discuss possible barriers and solutions to conferencing. -Teachers will analyze various student samples completed during a conferencing session.</p> <p><u>Writing Resource Teacher</u> -Do monthly walk-throughs to collect data on the use of conferencing. - Attend PLC's to offer suggestions and resources for conferencing. -Data will be discussed with teachers who are not meeting expectations.</p>	<p>1.2. Student Writing Data</p>	
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			<p>1.4- During PLCs, teachers/writing resource teacher will analyze data gathered from the conference logs to determine the patterns of strengths and weaknesses in student writing and target students who need further support or instruction.</p> <p>Results will be used to drive future instruction.</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	

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		
<p>1. Attendance</p>	<p>1. Parents are not consistent in calling in their child’s absence.</p> <p>Teachers must make sure they mark absent students consistently.</p> <p>Teachers must send an Intervention Form to the social worker in order to begin the process for students with excessive absences.</p>	<p>1.1. We will implement an attendance incentive to encourage students to come to school.</p>	<p>1.1.The Social worker will monitor absences on a weekly basis.</p>	<p>1.1. We will compare the absentee rate monthly and target the students who have missed five or more days.</p>	<p>1.1.</p>		
<p><u>Attendance Goal #1:</u></p> <p>The attendance rate was 90.57% for the 2011-2012 school year. Our 2012-2013 goal is 94%</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>90.57</p>	<p>94</p>					

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	<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>					
	331	200					
	<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>					
	36	30					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic 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

End of Attendance Goals

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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. -Lack of intervention and implementation time. -There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1.1.1 <u>Tier 1</u> - CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -Where needed, administration conducts individual teacher walk-through data chats. -Implement Student incentives to promote positive behavior</p>	<p>1.1 <u>Who</u> -PSLT Committee -Leadership Team -Administration</p>	<p>1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>1.1. UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
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Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
We will decrease the number of students suspended from 1326 students to 1000 students.							
	532	500					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	320	300					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1326	1000					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	469	400					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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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
CHAMPS	6-8	District	School-wide	Every two months on early release days	Administration, district RtI facilitator and guidance walk-throughs	Administration, district RtI facilitator and guidance walk-throughs

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	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. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal in this box.							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
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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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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		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		
2. Parent Involvement <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
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)							
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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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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. Additional Goal <u>Additional Goal #1:</u></p>	<p>1. Students willing to dress out. 2. Students on Physical Education waivers</p>	<p>1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8</p>	<p>1.APC Guidance</p>	<p>1.Checking student schedules</p>	<p>1.</p>		
<p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 48% To 60%</p> <p><i>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.</i></p>	<p><u>2012 Current Level:</u></p>	<p><u>2013 Expected Level :</u></p>					
	<p>48%</p>	<p>60%</p>					
			<p>2. Health and physical activity initiatives developed and implemented by the Principal’s designee.</p>	<p>2. Principal’s designee.</p>	<p>2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)</p>	<p>2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

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			3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	3. Physical Education Teacher	3. Classroom walk-throughs Class schedules	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
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Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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

Continuous Improvement Goal(s)

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

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

Continuous Improvement Goals Professional Development

<p>Professional Development (PD) aligned with Strategies</p>						
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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
PLCs						
Plan-Do-Check-Act Model	Leadership Team All teachers	Leadership Team Subject Area Leaders PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator and leadership team walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).	A.1.	A.1. See Reading goals	A.1.	A.1.	A.1.	
	<u>2012 Current Level of Performance:*</u> 100 % of the students Levels 4 – 9 on the FAA Reading will maintain 100%	<u>2013 Expected Level of Performance:*</u>				
	100	100				
		A.2.	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.

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B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	B.1.	B.1.	B.1.	B.1.	B.1.		
	<u>2012 Current Level of Performance:*</u> Our goal for the % of students making learning gainson FAA Reading in 2013 is 100%	<u>2013 Expected Level of Performance:*</u> 100					
	n/a	100					
		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					
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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	
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #C: 68% of the Students scored proficient in Listening/ Speaking	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
68%						
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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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D. Students scoring proficient in Reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
<p><u>CELLA Goal #D:</u></p> <p>We will increase the percentage of students scoring proficient in Reading by 25%</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	25%					
		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>	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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E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #E:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	28%					
		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		
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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	F.1. See Math Goal	F.1.	F.1.	F.1.		
<p>Mathematics Goal F: We will sustain the percentage of students scoring proficient on FAA Math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	100	100					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		

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Mathematics Goal G: We will increase the percentage of students making learning gains in Math	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	n/a	100					
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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

Geometry EOC Goals	Problem-Solving Process to Increase 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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H. Students scoring in the middle or upper third (proficient) in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal H: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		
I. Students scoring in the upper third on Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Geometry Goal I: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

Science Florida Alternate Assessment Goal

Elementary and 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. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>J.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement</p>	<p>J.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>J.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>			
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		IIEP/SWD strategies and modifications into lessons.					
Science Goal J:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase to 100%							
	n/a	100%					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
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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		
K. Students scoring in the middle or upper third (proficient) in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Biology Goal K:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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<p>L. Students scoring in upper third in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Biology Goal L:</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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

NEW Writing Florida Alternate Assessment Goal

<p>Writing Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</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>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students’ IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.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 effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>M.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>M.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>On-going writing prompts and assessments</p>		

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Writing Goal M:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
We will increase the number of students scoring 4 or higher in FAA Writing.							
	n/a	100					

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	<p>M.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.</p>	<p>M.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 effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>M.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC</p>	<p>M.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>On-going writing prompts and assessments</p>	<p>M.2.</p>	
		<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	

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

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

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Project-based learning	6-8	SALs	Science, Math, ELA, Social Studies and Technology teachers PLCs	On-going	Administrator walk-through	Administration
Curriculum Integration	6-8	STEM team teachers	Science, Math, ELA, Social Studies and Technology teachers PLCs	Quarterly	Curriculum submitted to STEM district liaison	Team Leader, Administration

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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>CTE Goal #1: Sustain/Increase the number of students participating in the Career Technical Student Organization chapters.</p>	<p>1.1. Lack of teacher sponsorship of CTSO Lack of student Interest</p>	<p>1.1. Increase student participation in CTSO competitions/events.</p>	<p>1.1. CTE Teachers</p>	<p>1.1. Aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1. Log of number of CTSO events Log of number of students who attend CTSO events</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>

CTE Professional Development

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

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

End of CTE Goal(s)

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	<input type="checkbox"/> Focus	<input type="checkbox"/> 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.
Parents and busin ess partners have been invited to attend meetings. The meetings are not attended regularly by parents.

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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								
<table border="1"> <tr> <td>Reading 1.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Reading 1.2								Interactive Notebook Supplies	296.24	\$296.24
Reading 1.2											
Reading 1.1	Reading Texts Scholastic Classroom Magazines	\$281.49	\$281.49								
Reading 1.1	Light Snacks for students school-wide during FCAT	\$1118.75	\$627.64								
Reading 1.1	Student Incentives: Spring School-wide Incentive, Rentals	\$208.52	\$1,000.00								
Reading 1.1	Presentation Systems ED Document Camera	\$722.00	\$722.00								
Reading 1.1	Classroom Supplies	\$100.00	\$91.97								
Final Amount Spent											