

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Stewart Middle Magnet	District Name: Hillsborough
Principal: Dr. Baretta Wilson	Superintendent: Mary Ellen Elia
SAC Chair: Curtis Moreau	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**

Hillsborough 2012  
Rule 6A-1.099811  
Revised July, 2012

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Baretta Wilson	Doctorate in Organizational Leadership, Ed Leadership K-12, Math 6-12, Gifted, Middle Grades	9	13	11-12 – B School  2011-12 Reading Bottom 25% Making Gains - 56  2011-12 Reading Learning Gains - 60  2011-12 Math Bottom 25% Making Gains - 52  2011-12 Math Learning Gains - 65  Targeted Reading AMO – 61  Targeted Math AMO – 65  10-11- “A” School  2010-11 Reading Proficient 67  2010-11 Reading Bottom 25% Making Gain 59  2010-11 Reading Learning Gains 61  9-10 – “A” School  2009-10 Reading Proficient 70% School Grade A,  2009-10 Reading Bottom 25% Making Gains 65  2009-10 Reading Learning Gains 67

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Assistant Principal	Susan Weiss	Doctorate in Organizational Leadership, K-12, Ed Leadership K-12, Elem. Ed. K-6, Gifted	9	9	<p>11-12 – B School</p> <p>2011-12 Reading Bottom 25% Making Gains - 56</p> <p>2011-12 Reading Learning Gains - 60</p> <p>2011-12 Math Bottom 25% Making Gains - 52</p> <p>2011-12 Math Learning Gains - 65</p> <p>Targeted Reading AMO – 61</p> <p>Targeted Math AMO – 65</p> <p>10-11- “A” School</p> <p>2010-11 Reading Proficient 67</p> <p>2010-11 Reading Bottom 25% Making Gain 59</p> <p>2010-11 Reading Learning Gains 61</p> <p>9-10 – “A” School</p> <p>2009-10 Reading Proficient 70% School Grade A,</p> <p>2009-10 Reading Bottom 25% Making Gains 65</p> <p>2009-10 Reading Learning Gains 67</p>
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Assistant Principal	Alex Samaras	Ed. Leadership K-12, Biology 6-12	18	5	11-12 – B School 2011-12 Reading Bottom 25% Making Gains - 56 2011-12 Reading Learning Gains - 60 2011-12 Math Bottom 25% Making Gains - 52 2011-12 Math Learning Gains - 65 Targeted Reading AMO – 61 Targeted Math AMO – 65 10-11- “A” School 2010-11 Reading Proficient 67 2010-11 Reading Bottom 25% Making Gain 59 2010-11 Reading Learning Gains 61 9-10 – “A” School 2009-10 Reading Proficient 70% School Grade A, 2009-10 Reading Bottom 25% Making Gains 65 2009-10 Reading Learning Gains 67
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**Highly Qualified Instructional Coaches**

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

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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	David Rocca	Elem Ed. 1 – 6, ESOL, Reading K-12	12	9	2011-12 Reading Proficient 56, School Grade B 2011-12 Reading Bottom 25% Making Gains 56 2011-12 Reading Learning Gains 60 2010-11 Reading Proficient 67, School Grade A, 2010-11 Reading Bottom 25% Making Gain 59 2010-11 Reading Learning Gains 61 2009-10 Reading Proficient 70, School Grade A, 2009-10 Reading Bottom 25% Making Gains 65 2009-10 Reading Learning Gains 67

**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, Human Resource Staff, Principals, AP's	June 2012	
2. Recruitment Fairs	Principal	June 2012	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Peers	Ongoing	

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5. School Orientation	Administration, Leadership Team	August 2012	
6. Weekly Meetings	AP's, Leadership Team	Weekly	
7. School Mentors	Mentors	Ongoing	

**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.

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>
8 staff members are out of field. 7 of these staff members are not highly qualified.	All of the staff members are provided a mentor to assist with their support, strategies, curriculum, etc. to become highly effective. Training is made available to the staff members so they are able to enhance their skill set.

**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
66	6% (4)	17% (11)	44% (29)	33% (22)	42% (28)	82% (54)	11% (7)	5	35 (23)

**Teacher Mentoring Program**

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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
Ana King	Margarette Knutsen, Kali Westphalen	All are Language Arts teachers	Weekly Meetings, Coaching, Modeling
Nicholas Leone	Debra Bermudez	Both are History teachers	Weekly Meetings, Coaching, Modeling
Larry Brooks	Kevin Kugler, Donald Goodwillie	Fuse together	Weekly Meetings, Coaching, ESE training, Modeling
Kevin Dennie	Vawn Reid, Munira Lakadawala	Fuse together	Weekly Meetings, Coaching, ESE training, Modeling
Darryl Beasley	Lisa Hood	Both are Guidance Counselors	Coaching, Modeling
Mark Taylor	MaryLou Arango, Theresa Hanifin	All are Science teachers	Weekly Meetings, Coaching, Modeling

**Additional Requirements**

**Coordination and Integration-Title I Schools Only**



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

Title I, Part A  Services are provided to ensure students who need additional remediation are provided support through: after school, and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)  Our targeted No Child Left Behind (NCLB) subgroups receive instruction from highly qualified staff using effective, research-based learning strategies in their areas of need. Before, during and after school programs, summer programs and extension of the summer programs and Saturday school programs.
Violence Prevention Programs  Gentlemen's Club, Social Guidance Teams and the Mendez Foundation provide programs dealing with Violence Prevention.  The school also employs a Student Intervention Specialist who works with students on a regular basis.

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Nutrition Programs
Free Breakfast is provided for all students.
Housing Programs
Head Start
Adult Education
Career and Technical Education - Academic and Career Planning - All students must undergo an academic/career planning course. The E-Pep planning tool is made available and utilized by all students. Several High School Career and Technical Credited Courses are offered in the school such as:
Engineering I
Aerospace I
Game Design and Simulation
Emerging Technology
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
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselors
- School Psychologist
- Social Worker
- Reading Coach
- ESE teacher
- Subject Area Leaders (Middle)
- Team Leaders (Middle)
- SAC Chair
- ELP Coordinator
- ELL Representative
- Student Intervention Specialist

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

The purpose of the RtI/PSLT team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The RtI/PSLT team functions to address the progress of low performing students help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses the Collaborative Culture Problem Solving Model and ALL decisions are made with data.

Our RtI/PSLT Team will serve as the main leadership team of the school. The Problem Solving Leadership Team will meet twice a month to use the RtI problem solving model to:

1. Determine scheduling needs, curriculum and intervention resources
2. Review/interpret student data (Academic and Behavior)
3. Organize and support systematic data collection.
4. Strengthen the Tier 1 (core curriculum) instruction:
  - a. Through the implementation of PLCs
  - b. Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
  - c. Through the use of Common Assessments given every 3-4 weeks.
  - d. Through the implementation of research-based, scientifically validated instruction/interventions. This year our RtI/PSLT team will focus on Differentiated Instruction practices.
5. Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring

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6. Coordinate/collaborate with other working committees such as the Reading

Leadership Team

7. Assist in the implementation and monitoring of the Differentiated

Accountability Model

8. Identify professional development needs and resources and provide PDS.

9. Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/ Supplemental and Tier 3/Intensive)

10. Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

a. Tutoring during the day in small group pull-outs in reading, math and science

b. Extended Learning Programs during and after school

c. Saturday FCAT Academies

d. Intensive Reading and Math classes

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

All RtI members make up the school's Leadership Team. The leaders meet in their Professional Learning Communities to discuss the needs of students and the incorporation of strategies which were formulated by and placed in the School Improvement Plan.

- The School Advisory Council (SAC) Chair is a member of the Problem Solving Team.
- The Problem Solving Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 11-12 school year and during preplanning for 12-13.
- The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is apparent in the outline of the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development sections of the School Improvement Plan.
- Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

**MTSS Implementation**

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

Common assessments, progress reports and teacher input are used to identify student's academic needs. Main frame data is also used to look at reports to help monitor the discipline and attendance of students.

1. FAIR test data and Brain Child Data will be used to monitor and identify student needs.
2. Brain Child data will also be used to monitor student data and needs in the areas of Mathematics and Science.
3. Formal writing prompts are administered monthly to monitor students' growth in writing.
4. The Student Intervention Specialist monitors all discipline referrals and interventions monthly which help assist staff with behavior modification skills.
5. Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year.

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Describe the plan to train staff on MTSS.

- The RtI Power Point presented to Principals during School Improvement Training was shared with staff.
- As the District's Problem Solving Team develops resources and staff development courses on RtI, these tools and staff development sessions will be conducted with staff when they become available.
- Professional Development sessions will occur during Tuesday faculty meeting times or when needed.
- Professional Development will be on-going throughout the year.

Describe plan to support MTSS.

In order to support MTSS in our schools, we will:

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

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Teachers
- Media Specialist
- Grade level representatives or teachers who have demonstrated effective reading instruction as reflected through positive student reading gains
- Language Arts Subject Area Leaders
  - ESE and ELL Teachers

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.



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

Implementation and evaluation of the SIP reading strategies across the content areas.

- Professional Development
- Co-planning, modeling and observation of researched-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement the K-12 Reading Plan.
  - Implementation of the 250 minutes of Independent Reading a week plan, the five novel per quarter plan and the incorporation of Renzulli into all classrooms.
- Reading Counts Assessments will track students' reading progress.

***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. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.

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

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

**\*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 Achieveme						

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>Training all content areas.</p>	<p>1. Common Core Reading Strategy Across all Content Areas. 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. All content area teachers are responsible for implementation.</p> <p><u>Action Steps:</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>1.1. Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk- through, Charlotte Danielson Evaluation, PLC’s</p>	<p>1. Principal, Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>1. FAIR tests</p> <p>2. FCIM Assessments</p> <p>3. Brainchild</p> <p>4. LDC Written Assessments</p> <p>5. Voyager Benchmark tests</p> <p>6. Academy of Reading tests</p>		

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<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8, the points of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading assessment will increase from 56 to 60 points.	<b>56</b>	<b>60</b>					

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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.</p> <p>Training all content areas</p>	<p>2. Common Core Reading Strategy Across all Content Areas.</p> <p>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. 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 questions assists students in discovering and achieving deeper understanding of the author's meaning.</p> <p>All content area teachers are responsible for implementation.</p> <p>Action Steps:</p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>1.2 Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>2. Principal, Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. FAIR tests</p> <p>1.2. FCIM Assessments</p> <p>1.3. Brainchild</p> <p>1.4 LDC Written Assessments</p> <p>1.5. Voyager Benchmark tests</p> <p>1.6. Academy of Reading tests</p>	
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		<p>1.3. The school still has not reached certification levels for the AVID program</p>	<p>1.3 Student achievement improves when teachers use AVID strategies</p> <p>Action Steps:</p> <p>School wide AVID training</p> <p>Larger Site Team Meetings</p> <p>School-wide implementation of the AVID essentials</p> <p>School-wide use of AVID binder, Cornell Notes, and marking the text and socratic seminar strategies.</p>	<p>1.3 Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>1.3 AVID Team will assess and chart the increase in mastery for AVID data specific units</p> <p>Pop Ins, College Board Walk- through, Charlotte Danielson Evaluation, PLC's</p>	<p>1.3 AVID certification binder</p> <p>Teacher Evaluations</p> <p>AVID website updates</p> <p>Talent Management Bucket</p> <p>Walk-through evaluations</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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1. School-wide attempts to have Level 4 and Level 5 students make gains have proven difficult.</p>	<p>1. Common Core Reading Strategy Across all Content Areas. 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. All content area teachers are responsible for implementation.  Action Steps: Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>2.1 Who: Principal -APC /APA -Reading Coach -Subject Area Leaders  How: Reading PLC minutes Language Arts PLC minutes Social Studies PLC minutes Elective PLC minutes  Pop Ins, College Board Walk- through, Charlotte Danielson Evaluation, PLC's</p>	<p>2.1. Principal, Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.  The evaluations will note the use of PBL activities and team interdisciplinary units.  FAIR data will be used 3 times throughout the school year to monitor reading learning gains.  Ongoing FCIM Assessments  Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  Data is used to drive teacher support and student supplemental instruction.</p>	<p>2.1. FAIR tests 2.2. FCIM Assessments 2.3. Brainchild 2.4 LDC Written Assessments 2.5. Voyager Benchmark tests 2.6. Academy of Reading tests</p>		
<p><u>Reading Goal #2:</u>  In grades 6-8, the points of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading assessment will increase from 30 to 32.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>30</b></p>	<p><b>32</b></p>					

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		<p>2.2.</p>	<p>2.2. Common Core Reading Strategy Across all Content Areas.</p> <p>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. 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 questions assists students in discovering and achieving deeper understanding of the author's meaning.</p> <p>All content area teachers are responsible for implementation.</p> <p>Action Steps:</p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>2.2. Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>2.2. Principal. Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>2.1. FAIR tests</p> <p>2.2. FCIM Assessments</p> <p>2.3. Brainchild</p> <p>2.4 LDC Written Assessments</p> <p>2.5. Voyager Benchmark tests</p> <p>2.6. Academy of Reading tests</p>	
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		2.3	<p>2.3. Common Core Reading Strategy Across all Content Areas.</p> <p>Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage, 2) asking higher order, text dependent questions, 3) writing in response to reading and 4) engaging in text based class discussions.</p> <p>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>2.3 Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>2.3 Principal. Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>2.1 FAIR tests</p> <p>2.2. FCIM Assessments</p> <p>2.3. Brainchild</p> <p>2.4 LDC Written Assessments</p> <p>2.5. Voyager Benchmark tests</p> <p>2.6. Academy of Reading tests</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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>B.1. PLC's struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLC's are being trained to use the Plan-Do-Act instructional unit log.</p>	<p>B.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they will use the Plan-Do-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?</p> <p>Action Steps:</p> <p>Grade level PLC's use a Plan-Do-Act log to guide their discussion and way of work.</p> <p>Additional action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>B.1. Principal APC/APA -Subject Area Leaders - Team Leaders How: Reading PLC minutes Language Arts PLC minutes Social Studies PLC minutes Elective PLC minutes Pop Ins, College Board Walk- through, Charlotte Danielson Evaluation, PLC's</p>	<p>B.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Use of FCAT 2.0 during walk-throughs and evaluations.</p> <p>Use of informational texts is displayed throughout classrooms and school.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p>	<p>B.1. Classroom walkthroughs/pop- ins Brainchild Fair Data FCIM Assessments</p>		
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<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 6-8, the points of All Curriculum students making learning gains on the 2013 FCAT Reading assessment will increase from 60 to 64.	<b>60</b>	<b>64</b>					

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		<p>3.2. Teachers tend to differentiate after the lesson is taught instead of planning ahead for the new lesson.</p> <p>Teachers are at varying levels of Differentiated Instruction strategies.</p>	<p>3.2. Student achievement improves when teachers use on-going student data to differentiate instruction.</p> <p>Action Steps: in PLC's, teachers will instruction of new content.</p> <p>They will also review content after the lesson is being taught.</p> <p>Students need to be involved in the lesson in flexible grouping techniques.</p> <p>Teachers need to use the data from the lesson for DL future techniques.</p>	<p>3.2. Principal</p> <p>APC/APA</p> <p>-Subject Area</p> <p>Leaders</p> <p>- Team Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>3.2. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Use of FCAT 2.0 during walk-throughs and evaluations.</p> <p>Use of informational texts is displayed throughout classrooms and school.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p>	<p>3.2 Fair Data</p> <p>FCIM Assessments</p> <p>Brainchild</p>	
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		<p>B.3. The school still has not reached certification levels for the AVID program</p>	<p>B.3. Student achievement improves when teachers use AVID strategies</p> <p>Action Steps:</p> <p>School wide AVID training</p> <p>Larger Site Team Meetings</p> <p>School-wide implementation of the AVID essentials</p> <p>School-wide use of AVID binder, Cornell Notes, and marking the text and socratic seminar strategies.</p>	<p>B.3. Principal APC/APA</p> <p>-Subject Area</p> <p>Leaders</p> <p>- Team Leaders</p> <p>-AVID Site Team and AVID Coordinator</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>AVID minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>B.3. AVID Team will assess and chart the increase in mastery for AVID data specific units</p> <p>Pop Ins, College Board Walk- through, Charlotte Danielson Evaluation, PLC's</p>	<p>B.3. AVID certification binder</p> <p>Teacher Evaluations</p> <p>AVID website updates</p> <p>Talent Management Bucket</p> <p>Walk-through evaluations</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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. Students in the bottom quartile are also struggling to make gains in their academic classes.</p> <p>Scheduling time for the APC and reading coach to get together on a regular basis.</p> <p>Teachers willingness to accept assistance from the Learning Coach.</p>	<p>4.1. Student achievement improves through teacher collaboration with the academic coach in all content areas.</p> <p>Action Steps:</p> <p>Academic Coach</p> <ul style="list-style-type: none"> <li>- The coach and administration conducts one on one data chats with teachers using data.</li> <li>-The coach will rotate through all of the subject area PLC's</li> <li>- Facilitate lesson planning that embeds rigorous tasks such as development and section of higher order, text dependent questions/activities, with an emphasis on different curriculum assessments</li> <li>- Coach will train the staff, in all academic areas, on how to facilitate their own PLC using structured protocols.</li> <li>- the coach will meet with administration to map out high level summary plan of action for the school year.</li> <li>- The principal will</li> </ul>	<p>4.1. Principal</p> <p>-APC/APA</p> <p>How: Review Coach's log</p> <p>Coach supporting teachers</p> <p>Planning sessions</p>	<p>4.1. Tracking of Coach's participation in PLC's</p> <p>Tracking of coach's interactions with teachers in all areas.</p> <p>Review of tutoring activities will note better academic grades for those students in the bottom quartile.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains</p> <p>Ongoing FCIM Assessments</p>	<p>4.1. 3x per year (Reading)</p> <ul style="list-style-type: none"> <li>- FAIR testing</li> <li>- On-going Progress Monitoring in comprehension</li> </ul> <p>Students Progress Reports</p> <p>Evidence of work in tutoring classes</p> <p>EdLine grades</p> <p>Data from Brainchild</p> <p>FAIR Data</p> <p>FCIM Assessments</p> <p>Common Assessments</p>		
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		<p>meet with the coach to review his log.</p> <p>- The coach will develop a plan of action</p>					
<p><u>Reading Goal #4:</u></p> <p>In grades 6-8, the points of students making gains at the bottom quartile on the 2013 FCAT Reading assessment will increase from 56 to 60.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>56</b></p>	<p><b>60</b></p>					

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		<p>4.2. ELP program not targeting specific skills for the students.</p> <p>Minimal communication between ELP and regular teachers.</p>	<p>4.2. Students reading comprehension improves through receiving ELP supplemental instruction on targeted skill that are not at the mastery level.</p> <p>Action Steps:</p> <p>ELP and classroom teachers communicate regarding specific skills and identify lessons to master the skills needed that are not at the mastery level.</p> <p>Students attend ELP sessions.</p> <p>Progress monitoring is collected by the ELP teacher and communicated to the classroom teacher for students who have mastery.</p>	<p>4.2.. Principal</p> <p>-APC/APA</p> <p>How: Review Coach's log</p> <p>Coach supporting teachers</p> <p>Planning sessions</p>	<p>4.2. Coachs PLC – working with teachers</p>	<p>4.2. District Assessments</p>	
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		4.3 The school still has not reached certification levels for the AVID program	4.3. Student achievement improves when teachers use AVID strategies  Action Steps:  School wide AVID training  Larger Site Team Meetings  School-wide implementation of the AVID essentials  School-wide use of AVID binder, Cornell Notes, and WICR strategies	4.3. Principal APC/APA -Subject Area Leaders - Team Leaders -AVID Site Team and AVID Coordinator  How: Reading PLC minutes Language Arts PLC minutes Social Studies PLC minutes Elective PLC minutes AVID minutes Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's	4.3. AVID Team will assess and chart the increase in mastery for AVID data specific units  Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's	4.3. AVID certification binder  Teacher Evaluations  AVID website updates  Talent Management Bucket  Walk-through evaluations	
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	61	59	57	55	53	51	

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<p><u>Reading Goal #5:</u>  In grades 6-8, the achievement gap will reduce by 2% per year.</p>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5A.1. White:81 Black:31 Hispanic:60 Asian:88 American Indian:N/A</p>	<p>5A.1. White:83 Black:33 Hispanic:62 Asian:90 American Indian:N/A</p>	<p>5A.1.</p>		<p>5A.1.</p>		
<p><u>Reading Goal #5A:</u>  In grades 6-8, the percentage of Black students making AYP will increase from 31% to33%, the percentage of Hispanic students making AYP will increase from 60% to62 %</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:81 Black:31 Hispanic:60 Asian:88 American Indian:N/A</p>	<p>White:83 Black:33 Hispanic:62 Asian:90 American Indian:N/A</p>					
		<p>5A.2</p>	<p>5A.2</p>	<p>5A.2</p>		<p>5A.2</p>	
		<p>5A.3</p>	<p>5A.3.</p>	<p>5A.3.</p>		<p>5A.3.</p>	

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

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>Training all content areas.</p>	<p>5C.1. Common Core Reading Strategy Across all Content Areas. 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. All content area teachers are responsible for implementation.</p> <p>Action Steps:</p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>5C.1. Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk- through, Charlotte Danielson Evaluation, PLC's</p>	<p>5C.1. Principal, Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.1. FAIR tests</p> <p>FCIM Assessments</p> <p>Brainchild</p> <p>LDC Written Assessments</p> <p>Voyager Benchmark tests</p> <p>Academy of Reading tests</p>		
<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students will increase from</p> <p>47 to 49</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>47</b></p>	<p><b>49</b></p>					

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	<p>—</p>	<p>5C.2. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>Training all content areas.</p>	<p>5C.2. Common Core Reading Strategy Across all Content Areas. 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. All content area teachers are responsible for implementation.</p> <p>Action Steps:</p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>5C.2. Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>5C.2. Principal. Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.2. FAIR tests</p> <p>FCIM Assessments</p> <p>Brainchild</p> <p>LDC Written Assessments</p> <p>Voyager Benchmark tests</p> <p>Academy of Reading tests</p>	
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		<p>5C.3. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>Training all content areas.</p>	<p>5C.3.Common Core Reading Strategy Across all Content Areas. 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. All content area teachers are responsible for implementation.</p> <p>Action Steps:</p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans</p>	<p>5C.3. Who:</p> <p>Principal</p> <p>-APC /APA</p> <p>-Reading Coach</p> <p>-Subject Area Leaders</p> <p>How:</p> <p>Reading PLC minutes</p> <p>Language Arts PLC minutes</p> <p>Social Studies PLC minutes</p> <p>Elective PLC minutes</p> <p>Pop Ins, College Board Walk-through, Charlotte Danielson Evaluation, PLC's</p>	<p>5C.3. Principal. Reading Coach, teachers, and subject area leaders will pull reports to analyze and review the assessment data.</p> <p>The evaluations will note the use of PBL activities and team interdisciplinary units.</p> <p>FAIR data will be used 3 times throughout the school year to monitor reading learning gains.</p> <p>Ongoing FCIM Assessments</p> <p>Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>Data is used to drive teacher support and student supplemental instruction.</p>	<p>5C.3. FAIR tests</p> <p>FCIM Assessments</p> <p>Brainchild</p> <p>LDC Written Assessments</p> <p>Voyager Benchmark tests</p> <p>Academy of Reading tests</p>	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		

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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<b>N/A</b>	<b>N/A</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		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 Reading Coach	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
Vocabulary Development CRISS training follow-up /	6-8		All content teachers (6-8)	ongoing	Pop-Ins, walk-throughs, follow-up training	Reading Coach

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Informational Texts across the curriculum	6-8	Reading Coach; Subject Area Leaders, Lead Teacher	School-wide	Subject Area Meetings	Subject area minutes, Walk-throughs	Reading Coach, Subject Area Leaders & Lead Teacher
Close reading	6-8	Reading Coach, Peer Teachers, PLC's	All content teachers (6-8)	PLC Subject Area Meetings and Team Meetings	Walk-throughs	Reading Coach/AP's
Project-Based Learning	6-8	Lead Teacher, Team Leaders & Subject Area	All content teachers (6-8)	Subject Area Meetings, Team Meetings, & Faculty Meetings	Walk-throughs, PBL Submissions to Lead Teacher and Administrations; PBL evidence displayed for view	Lead Teacher, Team Leaders, Subject Area Leaders, AP's and Reading Coach
Costa's Higher Level Questioning	6-6	PLC Leader	All content teachers (6-8)	ongoing	Pop-Ins, walk-throughs, follow-up training	PLC Leaders

*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)).

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>	1.1	1.1. See Goals 1.1. 1.2 & 1.3	1.1.	1.1.	1.		

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<p><u>Mathematics Goal #1:</u></p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Mathematics assessment will increase from 59 to 63.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>59</b></p>	<p><b>63</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.4.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1.</p>	<p>2.1. See Goals 1.1, 1.2 &amp; 1.3</p>	<p>2.1.</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 a Level 4 or higher on the 2013 FCAT Mathematics assessment will increase from 33 to 35.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>33</b></p>	<p><b>35</b></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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b>	B.1.	B.1. See Goals 1.1. 1.2 & 1.3	B.1.	B.1.	B.1.		
<u>Mathematics Goal #3:</u>  In grades 6-8, the percentage of All Curriculum students making learning gains on the 2013 FCAT Mathematics assessment will increase from 65 to 69.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>65</b>	<b>69</b>					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3. See Reading Goal 3.3	B.3.	B.3.	B.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		
<b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b>	4.1.	See Goals 1.1. 1.2 & 1.3		4.1.	4.1.		
<u>Mathematics Goal #4:</u>  In grades 6-8, the percentage of students making gains at the bottom quartile on the 2013 FCAT Mathematics assessment will increase from 52 to 56.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>52</b>	<b>56</b>					
		4.2.	4.2.	4.2	4.2.	4.2.	
		4.3	4.3.SEE Reading Goal 3.3	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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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	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	65	67	69	71	73	75	
<u>Math Goal #5:</u> In grades 6-8, the achievement gap will reduce by 2% per year.							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>		See Goals 1.1. 1.2 & 1.3					
<u>Mathematics Goal #5A:</u>  Enter narrative for the goal in this box.  In grades 6-8, the percentage of Black students making AYP will increase from 31 to33, the percentage of Hispanic students making AYP will increase from 66 to68%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White:82 Black:31 Hispanic:66 Asian:100 American Indian:N/A	White:84 Black:33 Hispanic:68 Asian:100 American Indian:N/A					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1.	5B.1. See Goals 1.1. 1.2 & 1.3	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> <b>The percentage of Economically Disadvantaged students will increase from 50 to52.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>50</b>	<b>52</b>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. The teacher’s unfamiliarity with ELL strategies.	5C.1. CALLA – Cognitive Academic Language Learning Approach will be improved across all core academic areas.	5C.1. Principal, APC/APA, ESOL teacher	5C.1. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction	5C.1. FAIR tests, CELLA testing		
<u>Mathematics Goal #5C:</u>  The percentage of ELL students will increase from 54 to 56,	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>54</b>	<b>56</b>					



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		5C.2.	5C.2. ESOL teacher provides staff development to all teachers and staff	5C.2.	5C.2. online grading system to improve progress	5C.2. Common Assessments & ELL performance	
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.  N/A	N/A	5D.1.N/A	5D.1.N/A	5D.1. N/A		
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<b>N/A</b>	<b>N/A</b>					

		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)).

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b>	1.1.	1.1.SEE Math Goals	1.1.	1.1.	1.1.		

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<p><u>Algebra Goal #1:</u></p> <p>In grades 7-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Algebra EOC assessment will increase from 65% to 68%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>65%</b></p>	<p><b>68%</b></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>	
<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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b></p>	<p>2.1.</p>	<p>2.1.see Math Goals</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		

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<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 7-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Algebra EOC assessment will increase from 22% to 25%.	<b>22%</b>	<b>25%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Algebra EOC Goals*

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Algebra Standards	7-8	PLC Leader	All 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers	Ongoing	Disaggregate data for students, Pop-ins, Math lesson collaboration	Principal, AP's, Math Subject Area Leader
Brainchild	6-8	Tech. Teacher, Lead Teacher	6-8	Ongoing	Disaggregate data for students, Math lesson collaboration	Principal, AP's, Math Subject Area Leader
I Can Learn	6-8	Subject Area Leader	6-8	Ongoing	Disaggregate data for students, Math lesson collaboration	Principal, AP's, Math Subject Area Leader
FCAT 2.0	6-8	Reading Coach	6-8	Ongoing	Walk-throughs, review of common assessments	Reading Coach & Math Subject Area Leader
Think Through Math	6-8	Subject Area Leader	6-8	Ongoing	Math lesson collaboration	Principal, AP's, Math Subject Area Leader

*End of Mathematics Goals*

**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		
<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>		See Goals 1.1, 1.2 & 1.3					
<p><u>Science Goal #1:</u></p> <p>In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science assessment will increase from 49% to 53%.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	<b>49%</b>	<b>53%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>		See Goals 1.1. 1.2 & 1.3					
<u>Science Goal #2:</u>  In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science assessment will increase from 13% to 15%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>13%</b>	<b>15%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Science Subject Area	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
Costar's Higher Level Questioning	6-8	PLC Leader Science Subject Area	School-wide	Faculty Meetings/ Early Release	Walkthroughs/ Observation Feedback	Steering Team
Writescore data	6-8	Lead Teacher, Science Subject Area	School-wide	Instructional Planning Meetings	Data will be reviewed during Science meetings	Science Subject Area Leader
Brainchild	6-8	Science Subject Area Leader	School-wide	Science Dept. Meetings	Walk-throughs Walkthroughs/ Observation Feedback, Data will be reviewed during Science meetings	Principal, AP's, Lead Teacher, Science Subject Area Leader
Discovery Science	6-8	Science Subject Area Leader	School-wide	Science Dept. Meetings	Walkthroughs/ Observation Feedback, PBL units, exhibition of PBL projects	Science Subject Area Leader
Gizmo	6-8	Science Subject Area Leader	School-wide	Science Dept. Meetings	Walk-throughs, PBL units, exhibition of PBL projects	Science Subject Area Leader
Project based Learning	6-8	Lead Teacher, Science Subject Area	School-wide	Instructional Planning Meetings and Science Dept. Meetings	Walk-throughs, PBL units, exhibition of PBL projects	Principal, AP's, Lead Teacher, Science Subject Area Leader

*End of Science Goals*



**Writing/Language Arts Goals**

<b>Writing/ Language Arts Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>	1.1.  Overall Essay Quality	1.1.  Afterschool tutoring.  During School tutoring	1.1.  Individual Language Arts Teachers	1.1. Chart each student’s essay scores from monthly writing assessments	1.1. Monthly Assessments		

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Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grade 8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing assessment will increase from 80 to 84%.							
	<b>80%</b>	<b>84%</b>					
		2. Teacher Training	1.2.Utilize On-Site and County-wide Trainings	1.2.Administration and Language Arts SAL	1.2. Ongoing monthly writing assessments	1.2.Monthly Essays	
		1.3. Time for Scoring Essays	1.3. Additional Scoring Training to Increase Scoring Speed; Obtaining Class Coverage for Language Arts Teachers in order to Score Essays	1.3. Administration and Language Arts SAL	1.3.Charting student scores on essay assessments to see areas of strength and weaknesses	1.3.Monthly assessments	

**Writing/Language Arts Professional Development**

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

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

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
FCAT Essay Scoring	Grades 6-8	Language Arts SAL	All Language Arts teachers Grades 6-8	Completed by November	Monthly Subject Area PLCs	Administration and Language Arts Subject Area Leader
FCAT Essay Planning	Grades 6-8	Language Arts SAL	All Language Arts teachers Grades 6-8		Monthly Subject Area PLCs	Administration and Language Arts Subject Area Leader
FCIM Writing	Grades 6-8	Administration and Language Arts Subject Area Leader	All Language Arts teachers Grades 6-8	Ongoing throughout the school year	Ongoing Assessments and Remediation	Administration and Language Arts Subject Area Leader
FCAT Essay Essentials	Grades 6-8	Language Arts SAL	All Language Arts teachers Grades 6-8	Ongoing throughout the school year	Monthly Assessments class- and school-wide	Administration and Language Arts Subject Area Leader

*End of Writing Goals*

**Attendance Goal(s)**

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

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<p><b>1. Attendance</b></p>	<p>1.1.</p> <ul style="list-style-type: none"> <li>Lack of Transportation</li> <li>Students missed the school bus</li> <li>Medical concerns</li> <li>Appropriate bedtime/ Alarm Clocks</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>School Social Worker</li> <li>Guidance Counselors</li> <li>Principal</li> <li>Intervention Specialist</li> </ul>	<p>1.1.</p> <ul style="list-style-type: none"> <li>Attendance Committee meets once a month to discuss targeted students.</li> <li>Monthly monitoring of attendance</li> <li>Survey of students feedback on the incentives</li> <li>Monitoring of monthly attendance</li> </ul>	<p>1.1. Monthly District Attendance Reports</p>	<p>1.1. Monthly Attendance Reports through HCPS mainframe</p> <p>Edconnect/EASI daily and weekly report</p>		
<p><u>Attendance Goal #1:</u></p> <p>Attendance for the 2012-2013 school year will increase to 96%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><b>95.63%</b></p>	<p><b>96%</b></p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u></p> <p><u>(10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences</u></p> <p><u>(10 or more)</u></p>					

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	<b>102</b>	<b>&lt;129</b>					
	<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>					
	<b>20</b>	<b>&lt;86</b>					
		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
Attendance PLC's	6-8	Social Worker	School-wide	Ongoing	Monitoring of School Attendance Monthly	Attendance Committee
Attendance PLC's	6-8	Social Worker	School-wide	Ongoing	Monitoring of School Attendance Weekly	Attendance Committee

*End of Attendance Goals*

**Suspension Goal(s)**

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Suspension</b>	I.1.  Lack of parental involvement  Lack of Transportation – students missed the bus  Non-working phone numbers  Lack of social skills  Medical concerns  Appropriate bedtime/ Alarm Clocks	I.1.  Gents club  Social Skills groups  OLWEUS program	I.1.  School Social Worker  Guidance counselors  Principal  AP’s  Intervention Specialist  BPPC	I.1. Monthly & weekly data checks  Review suspension rates and behavior reports	1. Suspension Reports  2. Team Behavior Reports		

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Suspension Goal #1:  Decrease the number of students suspended for the 2012-2013 school year by 20%.	2012 Total Number of  <u>In-School Suspensions</u>	2013 Expected Number of  <u>In-School Suspensions</u>					
	<b>378</b>	<b>302</b>					
	2012 Total Number of Students Suspended  <u>In-School</u>	2013 Expected Number of Students Suspended  <u>In-School</u>					
	<b>215</b>	<b>172</b>					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of  <u>Out-of-School Suspensions</u>					
	<b>358</b>	<b>286</b>					
	2012 Total Number of Students Suspended  <u>Out-of-School</u>	2013 Expected Number of Students Suspended  <u>Out-of-School</u>					
	<b>178</b>	<b>142</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

**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
OLWEUS training	6-8	BPPC	School-wide	Ongoing	Monitoring of Bullying and Discipline	BPPC

*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						



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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		
<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>1.1.</p> <p>N/A</p>	<p>1.1.</p> <p>N/A</p>	<p>1.1.</p> <p>N/A</p>	<p>1.1.</p> <p>N/A</p>	<p>1.1.</p> <p>N/A</p>		
<p>N/A</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

**Dropout Prevention Professional Development**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

**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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*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						

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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		
<b>1. Parent Involvement</b>  <u>Parent Involvement Goal #1:</u>	1.1. Transportation issues  Work constraints	1. Provide transportation to parents  Use of different times so work is not a factor	1.1. Student Intervention Specialist – data	1.1. The data will be reviewed and discussed by PIC	1.1. Sign-in sheets		
To increase Parent Involvement	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>2. Parent Involvement</b>  <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

**Parent Involvement Professional Development**

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

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

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
Parent Involvement	6-8	SIS	School-wide	Monthly	Monitoring data of sign-in sheets	SIS

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving</b>						
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	<b>Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
<b>1. Health and Fitness Goal</b>	1.1. Scheduling problems which prohibit all students from taking PE	1.1. 1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8.  2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.  3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher	1.1. 1. Principal 2. H.E.A.R.T. team. 3. Physical Education Teacher	1.1. H.E.A.R.T data	1.1. PE teachers		

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<u>Health and Fitness Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Increase the number of students scoring in the “Healthy Fitness Zone” by 10% on the PACER for assessing aerobic capacity and cardiovascular health.							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Health and Fitness Goals Professional Development**

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader H.E.A.R.T Team	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Staff	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) On-going	Strategy for Follow-up/Monitoring Staff Survey	Person or Position Responsible for Monitoring Assistant Principal
Increase the number of students scoring in the “Healthy Fitness Zone” by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.	6-8 Health, Nutrition, and Wellness					

**Continuous Improvement Goal(s)**

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

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

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

**Continuous Improvement Goals Professional Development**

**Professional Development**



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

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

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

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1.</p>	<p>A.1.N/A</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
<p><u>Reading Goal A:</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>					

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

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<p><u>Reading Goal B:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		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**

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

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<p><b>C. Students scoring proficient in Listening/Speaking.</b></p>	<p>1.1. language barrier Parental support Reading barrier</p>	<p>1. various websites 2. Extra Tutoring</p>	<p>1.1.ELL Coordinator</p>	<p>1.1. data from various ELL tests</p>	<p>1.1. Listening/Speaking assessments</p>	
<p><u>CELLA Goal #C:</u>  In grades 6-8, the percentage of students scoring proficient on the 2013 Listening/Speaking section of CELLA will increase 3% to 69%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><b>66%</b></p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
<b>D. Students scoring proficient in Reading.</b>	2.1. Parental support Reading barrier	2.1. various websites  Extra Tutoring	2.1. ELL Coordinator	2.1. data from various ELL tests	2.1. Reading Assessments  FAIR tests	

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<p><u>CELLA Goal #D:</u></p> <p>In grades 6-8, the percentage of students scoring proficient on the 2013 Reading section of CELLA will increase 3% to 26%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>23%</b></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1. Parental support</p>	<p>2.1. various websites Extra Tutoring</p>	<p>2.1.ELL Coordinator</p>	<p>2.1. data from various ELL tests</p>	<p>2.1. Writing Assessments WriteScore tests</p>	
<p><u>CELLA Goal #E:</u>  In grades 6-8, the percentage of students scoring proficient on the 2013 Writing section of CELLA will increase 3% to 35%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					



	<b>32%</b>					
		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		
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>	F.1.	F.1.N/A	F.1.	F.1.	F.1.		

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

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

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<p><b>G. Florida Alternate Assessment:</b>  <b>Percentage of students making Learning Gains in mathematics.</b></p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p><u>Mathematics Goal G:</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>					

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

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

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

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<p><b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b></p>	<p>1.1. Medical concerns Attendance</p>	<p>1.1. Incentives for attendance</p>	<p>1.1. Geometry teacher &amp; Social Worker</p>	<p>1.1. Geometry Assessments data</p>	<p>1.1. Geometry Assessments</p>		
<p><u>Geometry Goal H:</u>  In grade 8, the percentage of Standard Curriculum students scoring in the middle &amp; upper third on the 2013 FCAT Geometry EOC will remain at 100%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>100%</b></p>	<p><b>100%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>I. Students scoring in the upper third on Geometry.</b>	2.1.  Medical concerns  Attendance	2.1.. Incentives for attendance	2.1. Geometry teacher & Social Worker	2.1. Geometry Assessments data	2.1. Geometry Assessments		

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

<p><u>Geometry Goal I:</u></p> <p>In grade 8, the percentage of Standard Curriculum students scoring in the upper third on the 2013 FCAT Geometry EOC will be increase 3% to 87%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>84%</b>	<b>87%</b>					
		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*

**NEW Science Florida Alternate Assessment Goal**

<p><b>Elementary, Middle and High Science Goals</b></p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></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		
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>	J.1.	J.1.N/A	J.1.	J.1.	J.1.		
<b>Science Goal J:</b>  Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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)).



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<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>K. Students scoring in the middle or upper third (proficient) in Biology.</b>	1.1.	1.1.N/A	1.1.	1.1.	1.1.		

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<p><u>Biology Goal K:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>L. Students scoring in upper third in Biology.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p><u>Biology Goal L:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		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><b>Writing Goals</b></p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>M. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.N/A	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</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>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	<p><b>Problem-Solving Process to Increase Student Achievement</b></p>				
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Improve students understanding of STEM education &amp; careers</p>	<p>1. Curriculum</p>	<p>1.1. Helios Grant</p>	<p>1.1.STEM committee</p>	<p>1.1. pre-tests data</p>	<p>1.1STEM pre-test – school created</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>

**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.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Weekly IP meeting	6-8	Lead Teacher	School-wide	Ongoing	Monitor STEM participation	Lead Teacher
STEM Wednesday meetings	6-8	Lead Teacher	STEM clubs	ongoing	Monitor STEM activities	Lead Teacher

*End of STEM Goal(s)*

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

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

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

<p><u>CTE Goal #1:</u></p> <p>Implement/expand project based/problem based learning in math, science and CTE/STEM electives</p>	<p>1. No common planning time</p>	<p>1. Explicit directions for STEM professional learning communities to be established</p> <p>Documentation of instructional STEM units and outcomes.</p> <p>Increase effectiveness of lessons through lesson planning</p>	<p>1.1. PLC or grade level lead teacher.</p>	<p>1.1. Lead Teacher</p>	<p>1.1. Project Based Learning units and data review</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**

**Professional Development (PD) aligned with Strategies through Professional**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

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**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
STEM booster club	6-8	Lead Teacher	PLC + parents	Monthly meetings	Monitor the interest in STEM/CTE	Lead Teacher
Project Learning	6-8	Lead Teacher	School-wide	Weekly Meetings	Student data review	Lead Teacher, Team Leaders, SAL's

*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.)

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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



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X Yes      No

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

<b>Describe the use of SAC funds.</b>			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
STEM goal 1.1 - project – 7 <sup>th</sup> grade	Teacher Group Grant - Science experiment with all 7 <sup>th</sup> grade students and teachers	\$150.00	
CTE goal 1.0	Teacher Group Grant - Dishwasher	\$300.00	
Reading goal 1.0	School Wide Grant – Purchase of additional Playaways	\$504.01	
STEM goal 1.0	Teacher Grant – Purchase of 1 NXT Intelligent Brick (brains behind robotics)	160.45	
Science goal 1.0	Teacher Request – Science Oplympiad supplies	\$324.00	
CTE goal 1.0	Teacher Group Request – Scroll Saw	\$300.00	
Final Amount Spent			