FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT

School Improvement Plan (SIP)
Form SIP-1
Non-Title I Middle Schools

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Carlos E. Haile Middle School	District Name: Manatee
Principal: Janet Kerley	Superintendent: Bob Gagnon
SAC Chair: Cheryl Treffinger	Date of School Board Approval: Pending Approval

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Additional Requirements:

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The school-based RtI Leadership Team includes administrators, general education teachers, special education teacher, behavior specialist, school psychologist, social worker, counselor, and related staff.
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 RtI Leadership team meets bi-weekly to discuss student data, including attendance, discipline, and academic data, as well as identify students at risk for not meeting academic standards. The team will collaborate on effective instructional strategies and methods, identify professional development and resources needed to improve instruction, and work with teachers to create effective interventions for at-risk students.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI leadership team along with the principal and assistant principal meet to review and disaggregate FCAT testing data, aligned SIP objectives based on needs assessment, develop action and evaluation strategies to monitor student progress and effective classroom instruction.
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: 1. Core instruction and intervention through standards-based instruction and ongoing review of student progress through various class assessments. 2. Supplemental instruction and intervention is given through our Academic Camp (once a week), where students are given small group instruction to focus on areas of need on Core Curriculum and benchmarks. 3. Intensive instruction and intervention given through with the use of ASCEND and through intensive reading classes with the use of Voyager Journey / Beginnings and of Academy of Reading. 4 The RTI team will work collaboratively with teachers to do regular "data chats" on the status of their students. Teachers will pull data from their FOCUS gradebook (grades, attendance, FCAT) to inform the team the individual needs of their students and the interventions already provided.
Describe the plan to train staff on MTSS: On-going professional development of RtI will occur throughout the school year. Teachers will receive a review of RtI and the SIP in August 2012 and follow up during professional development sessions.
Describe the plan to support MTSS: By involving teachers in the problem-solving (RtI) process, early tier-two interventions can be provided to try to address problems before they escalate. Throughout the school year, data will be collected to ensure proper support of the RtI team and teachers is being provided in regards to students needing tier 2 and 3 interventions. Reflection through bi-weekly meetings and staff surveys will provide feedback on the direction of the team.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT): The LLT consists of the principal, assistant principal, reading teachers, and core-content department chairs.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions): The LLT will meet monthly to review student assessment data and monitor progress of identified students through data analysis.
What will be the major initiatives of the LLT this year? To achieve AYP through the process of identifying, monitoring students progress and create professional development that is specific to this achievement.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school: Teachers will engage in a lesson study at least once per semester. The results of these lesson studies will be master lessons, which will the model for lessons throughout the school. Teachers will team up with a partner to teach a lesson. This is the template to be used for lesson study: Week One: Use data to set content and character goals for year Week Two: Use data to choose unit and lesson to focus on first Week Three & Four: Refine lesson Week Five: Decide data to collect Week Six: Teach lesson and collect data Meet in colloquium after school Week Seven: Re-teach lesson and hold colloquium OR begin cycle again
Describe how the Lesson Study Plan will be implemented: 1. <u>Focus the Lesson Study</u> • Agree on long-term goals for student development. • Select an academic focus based on standards and topics that are persistently difficult for students. 2. <u>Plan the Research Lesson</u> • Study and enhance the best available lessons, then map out a unit that focuses and builds on student learning and development. • Plan in detail one "research lesson" in that unit. As part of the planning, try out the lesson as adults, anticipate student thinking, and identify data you will collect during the research lesson. 3. <u>Teach and Discuss the Research Lesson (One lesson, followed by colloquium same day or soon after)</u> • One member teaches the lesson while other team members collect data as planned. • All team members participate in a post-lesson colloquium (discussion) that focuses on data collected.

- The teacher who taught the lesson begins by pointing out any difficulties in the lesson before they can be noted by others. (Teachers do not review what has already been mentioned as an issue.)
- The lesson belongs to the whole lesson study group; it is "our" lesson, not "your" lesson.
- The focus is on the lesson, not the teacher.

4. Reflect and Re-teach or Plan the Next Step
   - Should the lesson be refined and re-taught? What went well? What new problems arose?
   - What should be changed or addressed next time? (There is always room for improvement.)

What will be the major initiatives of the Lesson Study Plan this year?

To improve learning throughout campus through increased collaboration and development of master lessons. The development of these lesson will incorporate thorough research for content and effective teaching strategies examined through multiple lenses to ensure mastery for all students.

PART II: EXPECTED IMPROVEMENTS

Goals

Goals (Reading)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, there will be 70% (700) proficiency (3 or higher) in reading as evidenced by results of 2013 FCAT 2.0.	A significant proportion of students are not reading on grade level	Begin review of intensive reading programs	Reading teachers, Department Chairs and Administrators	Weekly classroom assessments, Fair testing, Formal and informal reading and fluency assessments	FAIR testing, classroom assessments, Quick Query data checks
	Prerequisite skills for reading may not be developed for success leading to additional reading frustration	Use of problem-solving process through RTI committee to monitor student progress and make decisions regarding effectiveness of interventions	Assistant Principal, Guidance Counselors and Teachers	Bi-quarterly review of Progress Monitoring	Data checks through RtI and Quick Query
		Concentrate on reading application in core content classes	Classroom teachers and Administrators	Formative and summative assessments, FAIR testing	FAIR testing, classroom assessments, Quick Query data checks

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Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT reading results, the above strategies are needed to see significant gains in reading results.
The strategies described above require cooperative planning and effort by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

Goals (Math)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, there will be 69% (690) proficiency (3 or higher) in math as evidenced by results of 2013 FCAT 2.0.	A significant proportion of students are not performing on grade level	Concentrate on geometry and algebraic thinking in Core Content classes	Math teachers, Dept. Chair and Administrators	Math benchmark assessments, formative and summative assessments	Quick Query, Benchmark assessments, and 2013 FCAT 2.0
		Monitor student progress through data chats and make decisions regarding effectiveness of interventions	Assistant Principals, Guidance Counselors, and Teachers	Bi-quarterly review of student progress	Quick Query Data and 2013 FCAT 2.0

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Based upon the 2011-12 FCAT math results, the above strategies are needed to achieve significant gains in math.
The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

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Goals (Science)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, there will be 61% (203) proficiency (3 or higher) in science as evidenced by results of 2013 FCAT 2.0.	No formal assessment from 6th and 7th grade Science classes to accurately diagnose students' science curricular needs	Focus on Earth Space, Life and Environmental Sciences which are the areas of greatest need	Science teachers and administrators	Lesson Plans, Unit Tests, UPA, Science benchmark assessments	Rubrics, Science Benchmark assessments, 2013 FCAT 2.0
		Increase technology in Science classes, which will offer numerous opportunities for review and assessment	Science teachers, Administrators	Lesson Plans and classroom walkthrough data	Classroom assessments, science benchmark tests, and 2013-FCAT 2.0

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Based upon the 2011-12 FCAT Science results, the above strategies are needed to achieve significant gains in science.
The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

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Goals (Writing)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By 2013, 84% (280) of students will score a Level 3 or better in writing on the 2013 FCAT 2.0	Writing standards in classes vary based on content-area	Use a school-wide writing plan to ensure consistency in writing expectations and grading	Teachers, School Leadership Team, Administrators	School-wide writing plan, essay graded using FCAT rubrics	Writing rubrics, District writing assessments, Content Area Writing assessments, 2013 FCAT Writing 2.0
	Grammar and conventions have been taught minimally to focus on content accuracy	Use of "Caught Ya" grammar bellwork in LA classes; Content areas will provide support for improving grammar and conventions	Classroom teachers, Department Chairs, Administrators	Ongoing informal assessments	FCAT Writes 2.0, District Writing Assessments, Content Area assessments

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Based upon the 2011-12 FCAT Writing results, the above strategies are needed to achieve significant gains in writing.
The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

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Goals (Lowest 25% Reading)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 69% (162) of the lowest 25% of readers will achieve learning gains on FCAT 2.0.	Students are not reading on grade level	Begin review of intensive reading programs	Reading teachers, Department Chairs and Administrators	Weekly classroom assessments, Fair testing, Formal and informal reading and fluency assessments	FAIR testing, classroom assessments, Quick Query data checks, FCAT Reading 2.0
	Emerging readers have a negative affect toward reading	Use of high-interest literacy materials; alignment of text complexity to student level	Reading and content area teachers; Department Chairs and Administrators	Weekly classroom assessments, Fair testing, Formal and informal reading and fluency assessments	FAIR testing, classroom assessments, Quick Query data checks, FCAT Reading 2.0

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Based upon the 2011-12 FCAT reading results, the above strategies are needed to achieve significant gains in reading for emerging readers on campus. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

Goals (Lowest 25% Math)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 55% (139) of the lowest 25% of math students will achieve learning gains on FCAT 2.0.	Students are not performing on grade level	Concentrate on geometry and algebraic thinking in Core Content classes	Math teachers, Dept. Chair and Administrators	Math benchmark assessments, formative and summative assessments	Quick Query and Benchmark assessments
		Monitor student progress through data chats and make decisions regarding effectiveness of interventions	Assistant Principals, Guidance Counselors, and Teachers	Bi-quarterly review of student progress	Quick Query Data

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Based upon the 2011-12 FCAT math results, the above strategies are needed to achieve significant gains in math for the most struggling math students in the school. The strategies described above require collaborative efforts by administration, teachers and staff members. English Language Learners (ELL) will receive additional support from ESOL Language Arts and Support Staff.

Algebra End-of-Course (EOC) Goals

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 100% (125) of students taking Algebra I Honors will pass the End-Of-Course exam.	N/A	Concentrate on geometry and algebraic thinking in core content classes. Algebra 1 is offered to 7th graders who scored level 5 on FCAT. Geometry is offered to these students in 8th grade	Math teachers and administrators	Evaluation Unit performance assessments End of course exams	Unit performance assessment rubrics, math benchmark assessments, and FCAT scores
		School wide implementation of select AVID strategies	AVID Site Team	Progress monitoring	Classroom assessments (formal and informal)
		School wide lesson plan template will be used to highlight the use of Marzano's High-Yield strategies and instructional techniques in each classroom	Teachers and administrators	Lesson plans turned in weekly. Administrators will conduct weekly classroom walkthroughs	Classroom walk-through data

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Since Algebra I is only offered as an honors course at the middle-school level, students taking the Algebra I EOC will be the highest-level math students in the school. While there will be challenges, the majority of the students have proven, through sixth and seventh-grade FCAT math scores that they have the prerequisite knowledge and math ability to be successful in Algebra I Honors in the middle-school setting. For that reason, the goal for 2013 is for 100 percent of students to pass the Algebra I EOC.

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
By the end of the 2012-13 school year, 100% (13) of students taking Geometry I Honors will pass the End-Of-Course exam.	N/A	Concentrate on geometry and algebraic thinking in core content classes. Algebra 1 is offered to 7th graders who scored level 5 on FCAT. Geometry is offered to these students in 8th grade	Math teachers and administrators	Evaluation Unit performance assessments End of course exams	Unit performance assessment rubrics, math benchmark assessments, and FCAT scores
		School wide implementation of select AVID strategies	AVID Site Team	Progress monitoring	Classroom assessments (formal and informal)
		School wide lesson plan template will be used to highlight the use of Marzano's High-Yield strategies and instructional techniques in each classroom	Teachers and administrators	Lesson plans turned in weekly. Administrators will conduct weekly classroom walkthroughs	Classroom walk-through data

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Since Geometry is only offered as an honors course at the middle-school level, students taking the Geometry EOC will be the highest-level math students in the school. While there will be challenges, the majority of the students have proven, through sixth and seventh-grade FCAT math scores that they have the prerequisite knowledge and math ability to be successful in Algebra I Honors in the middle-school setting. For that reason, the goal for 2013 is for 100 percent of students to pass the Geometry EOC.

Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Unknown if part of the 2013 Civics field test	N/A	N/A	N/A	N/A	N/A

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

Unknown if part of the 2013 Civics field test.

History End-of-Course (EOC) Goals – Middle and High School (if administered)

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
High-school credit U.S. History is not offered at the middle school level.	N/A	N/A	N/A	N/A	N/A

* ***Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).***

High-school credit U.S. History is not offered at the middle school level.

Professional Development at Your School

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
AVID Strategies	6-8	Administration & AVID Site Team	School-wide	August 2012-May 2013	Classroom walkthrough data, lesson plans, & classroom visits	Department chairs and administrators
Writing across the curriculum and scoring writing samples	6-8	LA department chair and administrators	School-wide	August-November 2012	Quarterly writing assessments and scoring and administrative review of writing folders	Administrators and language arts department chair
School-wide writing expectations and rubric	6-8	Administration	School-wide	August 2012-March 2013	Faculty meetings to examine student work and various grades	Department chairs and administrators
Review of Marzano's strategies RtI Strategies Cooperative Learning	6-8	Administration	School-wide	August 2012-May 2013 Monthly professional development meetings	Classroom walkthrough data, lesson plans, & classroom visits	Department chairs & administrators
Next-Generation Sunshine State Standards (NGSSS), Common-Core, & technology integration	6-8	Administrators	School-wide	August 2012-May 2013	Classroom walkthrough data, lesson plans, & classroom visits	Department chairs & administrators
Collaborative planning and differentiated instruction	6-8	Department Chairs	Subject-area	August 2012-May 2013 Monthly professional development meetings weekly collaborative planning	Classroom walkthrough data, lesson plans, & classroom visits	Department chairs & administrators

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

- ***Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page***

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The SAC committee will review our school data and make recommendations to administration. The SAC will also work with the JPO at the district level.

Describe the projected use of SAC funds.	Amount
Use of SAC funds will help purchase reading and mathematics remediation materials, staff development opportunities, school newsletters, and student planners	$4,000.00