

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Randall Middle School	District Name: Hillsborough
Principal: Fredda Johnson	Superintendent MaryEllen Elia
SAC Chair: Candyce D. Daniels	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

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	Fredda Johnson	M.S. Education Leadership B.S Health and Physical Education School Principal	13	10	11/12 School Grade: A 10/11: School Grade: A AYP: 100% FCAT: 90% of students scoring level 3 and above in reading. 69% of students making annual learning gains in reading. 74% of students in the bottom quartile making annual learning gains. Hispanic and SWD Subgroups made AYP Economically Disadvantage Subgroup made AYP 09/10: School Grade: A AYP: 92%

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					FCAT:86% of students scoring level 3 and above in reading. 70% of students making annual learning gains in reading. 70% of students in the bottom quartile making annual learning gains. Hispanic and SWD Subgroups made AYP Economically Disadvantage Subgroup did not make AYP
Assistant Principal	Chris Antalek	M.S. Education Leadership B.S. Elementary Education Certified in Exceptional Student Education	7	7	11/12 School Grade: A 10/11: School Grade: A AYP: 100% FCAT: 90% of students scoring level 3 and above in reading. 69% of students making annual learning gains in reading. 74% of students in the bottom quartile making annual learning gains. Hispanic and SWD Subgroups made AYP Economically Disadvantage Subgroup made AYP 09/10: School Grade: A AYP: 92% FCAT:86% of students scoring level 3 and above in reading. 70% of students making annual learning gains in reading. 70% of students in the bottom quartile making annual learning gains. Hispanic and SWD Subgroups made AYP Economically Disadvantage Subgroup did not make AYP
Assistant Principal	Dr. Adriane Sykes	Doctorate Degree- Educational Leadership Master's Degree- Educational Leadership Bachelor's Degree- Elementary Education	2	2	11/12 School Grade: A 10/11: School Grade: A (former school-Tomlin) AYP: 67% FCAT: 69% of students scoring level 3 and above in reading. 61% of students making annual learning gains in reading. 62% of students in the bottom quartile making annual learning gains. All Subgroups did not make AYP 09/10: School Grade: A AYP: 92% FCAT: 71% of students scoring level 3 and above in reading. 67% of students making annual learning gains in reading. 65% of students in the bottom quartile making annual learning gains. All Subgroups did not make AYP.

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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 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	Ruth Geer	Secondary Education M.S. Reading K-12	5	6	<p>11/12: School Grade: A 10/11: School Grade: A AYP: 100% FCAT: 90% of students scoring level 3 and above in reading. 69% of students making annual learning gains in reading. 74% of students in the bottom quartile making annual learning gains. Hispanic and SWD Subgroups made AYP Economically Disadvantage Subgroup made AYP 09/10: School Grade: A AYP: 92% FCAT: 86% of students scoring level 3 and above in reading. 70% of students making annual learning gains in reading. 70% of students in the bottom quartile making annual learning gains. Hispanic and SWD Subgroups made AYP Economically Disadvantage Subgroup did not make AYP</p>

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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	James Goode	June	
3. District Mentor Program	District Mentors	Ongoing	
4. District Peer Program	District Mentors	Ongoing	
5. School-based teacher recognition system	Principal	Ongoing	
6. Opportunities for teacher leadership	Principal	Ongoing	
7. Regular time for teacher collaboration	Principal	Ongoing	
8. Partnering new teachers with veteran staff	Assistant Principal	On-going	
9. New Teacher Program	Assistant Principal	On-going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Kim Cutler	Earning certification in Math 5-9
Frances Groat	Enrolled in reading endorsement classes
Ray Stiles	ESOL endorsement

Staff Demographics

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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
85	(1) 1%	(13) 15%	(38) 45%	(33) 39%	(30) 35%	(83) 98%	(9) 11%	(4) 5%	(26) 31%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tami O’Grady	Brittney Bess	District Mentor Program	Meet bi-monthly

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant

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Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS/RtI Leadership Team. The MTSS/RtI Leadership team (Problem Solving Leadership Team – PSLT) includes: We refer to our team as Lead Team.</p> <ul style="list-style-type: none"> Principal –Fredda Johnson; Assistant Principal for Curriculum/ ELP Coordinator- Adriane Sykes; Assistant Principal for Administration – Chris Antalek; Guidance Counselor – Brenda Roberts, Valerie Richards, Melissa Miller; School Psychologist – Jessica Savage; Social Worker- Patricia Ryans; Reading Coach-Ruth Geer; ESE teacher –Sharon Terrell; Subject Area Leaders –Cynde Hardy, Sarah McKenna, Scott Nixon, Anne Chatfield; Team Leaders- Marilyn Palmer, Helen Anderson, Carolyn Stafford, Leslie Davis, Michelle Groat, Melissa Allen, Candy Kirk, Bob Windheuser, Candyce Daniels and Susan Spears; SAC Chair-Candyce Daniels; ELL Representative-Ms. Hood; Drop-out Prevention Specialist-Michael Oliver; (Note that not all members attend every meeting, but are invited based on the goals for the meeting)

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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 Lead Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data based decisions to guide instruction. The Lead Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The Lead Team will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3)
- Determine scheduling needs, curriculum materials and intervention resources
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Strengthen the Tier 1 (core curriculum) instruction and seek additional resources for Tiers 2 and 3
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team and Data Wise Team

Use intervention planning forms to communicate initiatives between the Lead Team and PLCs.

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

- The Chair of SAC, Reading Coach, and the Principal work together to plan activities to assist with the development of the SIP plan.
- The School Improvement Plan development was initiated prior to the end of the 2011-12 school year using the activities provided for SACS accreditation and during preplanning for the 2012-13 school year. The outcome was goals and strategies for each content area.
- The following rubric is used to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, APC
Baseline and Midyear District Assessments	Scantron Achievement Series	APC, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series	APC, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	PMRN	Reading Coach/ Individual teachers
CELLA	Sagebrush (IPT)	ELL Representative
Common Assessments	Subject Area Generated Database	SALS and PLC's
Nine Week Exams	Subject Area Generated Excel Database	SALS and PLC's
Semester Exams	Subject Area Generated Excel Database	SALS, individual teachers, APC
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* <i>(see below)</i>	School Generated Database in Excel	ELP Administrator
FAIR OPM	School Generated Database in Excel	Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	APC and Individual Teachers

*Students receiving Extended Learning Program (ELP) before 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 guidance department and monitored for effectiveness throughout the school year. As students' progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

Describe the plan to train staff on MTSS.

Staff received training updates during the 2012-2013 school year. Lead Team members who attend the district level MTSS trainings will serve as consultants to the PLCs to guide the process of data review and interpretation. The Lead Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Lead Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Describe plan to support MTSS.

As the District's Problem Solving Team develops resources and staff development trainings on MTSS, 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, early release days, or rolling faculty meetings. Our school will invite our

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area MTSS Facilitator to visit to review our progress in implementation of MTSS and provide on-site coaching and support to our Lead Team/PLCs. New staff will be directed to participate in trainings relevant to PLCs and MTSS as they become available.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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 - Fredda K. Johnson; Reading Coach – Ruth Geer; Reading Teachers – Joan Solomon, Kate Brennan, Ray Eckstein

Teachers across content areas: Jennifer Tucz, math; Dawn Patane, language arts, Janie Ewell, Language Arts, Edward Curl, social studies, Sean Legge, math; Kristen Thompson, language arts; Kathy Webb, AVID Jennifer Kincaid, AVID; Drop-out Prevention – Michael Oliver and Counselor – Valerie Richards.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly to discuss literacy items and professional development needs and offerings. A professional development calendar is created based on input from teachers and their IPDP's.

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

The LLT is a subset of the Lead 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 team to ensure that data driven instruction support is provided to all teachers. 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. Time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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.

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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. The reading coach created a yearly action plan to outline course offerings for Project CRISS professional development. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

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. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

A Literacy 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 has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

*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?

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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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are able to attend HOTS trainings. -Not all teachers involve students in leading discussions.	1.1. <u>Strategy:</u> Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa's higher order to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b) <u>Action Steps</u> Plan <u>Teacher PD for Higher Order Thinking</u> -Teachers attend district and school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -Provide support in higher order strategies during the	1.1. <u>Who</u> -Administration -SAL's -Reading Coach -Teachers <u>How</u> -Grade level/subject area PLC logs turned into SAL. -School-based informal walk-through form, which includes the school's SIP strategies.	1.1. -Participate in PLC's -Participate in professional development <u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL <u>Leadership Team Level</u> -Discuss PLC notes at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.	1.1. <u>2-3x Per Year</u> FAIR all students During Grading Period Common Assessments in advanced reading classes Expedition assessments in intensive classes Benchmark assessments for intensive classes All grade levels in Social Studies is using Pre and Post assessment using a common rubric
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 82% to 83%.	<u>2012 Current Level of Performance:*</u> 82%	<u>2013 Expected Level of Performance:*</u> 83%					

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				<p>year using strategies from “Teach Like a Champion” book. (EET 4d, 4e)</p> <p><u>Teacher PD for AVID Coordinator Professional Development Support for Costas</u></p> <p>-AVID instructors provide staff development in faculty/PLC/site team meetings in the appropriate use of Costas questioning techniques.</p> <p>-AVID site team members collaborate with their PLC’s to enhance their skill level using student Costas questioning techniques.</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds to students’ correct</p>			
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				<p>answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>-During the lesson, teachers successfully engage all students in the discussion so all voices are heard. (EET Rubric 1b, 3b, 3e)</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>-Teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u></p> <p>-Provide demonstration classrooms on HOT questioning techniques (EET 4d, 4e)</p> <p>-Provide training during faculty meetings and on Early Release Mondays</p> <p>-SAL's will collect PLC logs and review strategies</p> <p><u>Whole Faculty</u></p> <p>-Teachers will participate in subject area PLC twice a month on early release days</p>		
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		<p>1.2. -Not all teachers plan comprehension checks prior to teaching the lesson. -Not all teachers know how to incorporate comprehension checks during instruction. -Not all teachers are able to attend professional development. -Not all teachers know how to plan an informal check during the last 5 minutes of class</p>	<p>1.2. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular <u>Checks for Understanding</u> during and at the close of the lesson. Teachers plan frequent checks for understanding that: 1) align with essential learnings/outcomes, 2) allow for differentiation, 3) focus on gap analysis, and 4) lead to precise teaching. (EET Rubric 3b and 3e)</p> <p><u>Action Steps</u> Plan <u>Teacher Planning</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson) using strategies such as: --Think-Pair-Share --Think and Write --3-2-1 Wrap-up --Break it Down (<i>Teach Like a Champion</i>) --Exit Tickets (<i>Teach Like a Champion</i>) --Check for Understanding (<i>Teach Like a Champion</i>)</p>	<p>1.2. <u>Who</u> -Administration -SAL's -Reading Coach -Teachers</p> <p><u>How</u> -Grade level/subject area PLC logs turned into SAL.</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.2. <u>Teacher Level</u> -Participate in PLC's -Participate in professional development</p> <p><u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL</p> <p><u>Leadership Team Level</u> -Discuss PLC notes and lesson plans at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.</p>	<p>1.2. <u>2-3x Per Year</u> FAIR all students During Grading Period Common Assessments in advanced reading classes Expedition assessments in intensive classes Benchmark assessments for intensive classes Common rubric used by all Social Studies</p>
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		<p>(EET Rubric 1a, 3b, 4d)</p> <p>Do/Check</p> <p><i>Teachers in the Classroom.</i></p> <p>-During the lesson, teachers consistently implement checks for understanding strategies effectively. (EET Rubric 3b)</p> <p>-Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. (EET Rubric 3b, 3c, 3d, 3e)</p> <p>-Based on the checks for understanding data, teachers draw on a broad/extensive repertoire of strategies,</p> <p>--When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem.</p> <p>--Offering an alternative explanation, approach, style of questioning or student activity.</p> <p>--Implementing a collaborative structure activity.</p> <p>--Significantly modifying the activity.</p> <p>--Changing the pace.</p> <p>--Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success.</p> <p>--If needed, teachers identifying likely content and activity challenges in the original lesson and designing</p>			
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			<p>a second lesson that avoids those challenges. (EET Rubric 3e)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers reflect on their own teaching. (EET Rubric 4a) -In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d) -Share effective checking for understanding strategies and techniques (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e) -PLC notes have checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Provide professional development</p> <p><u>Whole Faculty</u> -Professional development at faculty meetings and on early release days</p>			
		<p>1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being</p>	<p>1.3. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are</p>	<p>1.3. <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u></p>	<p>1.3. <u>3x per year</u> - FAIR <u>During the</u></p>

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		<p>rolled out in 2012-13. -Training all content area teachers</p>	<p><u>engaged in grappling with complex text.</u> Teachers need to understand how to <u>select/identify</u> complex text, <u>shift</u> the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <u>All content area teachers are responsible for implementation.</u></p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads Use data to drive teacher support and student supplemental instruction.</p>	<p><u>Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>
		<p>1.4. -Teachers' knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 2012-13. -Training all content area teachers</p>	<p>1.4. <u>Common Core Reading Strategy Across all Content Areas</u> Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <u>higher-order, text-dependent questions</u> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-</p>	<p>1.4. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Subject Area Leaders/Department Heads</p> <p><u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -Elective PLC Logs -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs. -Administrative walk-throughs looking for</p>	<p>1.4. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.4 <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>

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			dependent question assists students in discovering and achieving deeper understanding of the author’s meaning. 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.	implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1.	2.1. See Goal 1	2.1.	2.1.	2.1.
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 52% to 53%.	2012 Current Level of Performance:* 52%	2013 Expected Level of Performance:* 53%				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.		3.1.	3.1. See Goal 1	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 68 points to 70	2012 Current Level of Performance:* 68	2013 Expected Level of Performance:* 70				

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points	points	points							
			3.2.	3.2.	3.2.	3.2.	3.2.	3.2.	
			3.3.	3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	See Goal 1.1 and 1.2	4.1.	4.1.	4.1.	4.1.	
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 67 points to 69 points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*							
	67 points	69 points							
			4.2.		4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.									
Reading Goal #5:									

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goal 1	5A.1.	5A.1.	5A.1.
Reading Goal #5A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 82% to 84%.	White: 82 Black: 51 Hispanic:81 Asian:88 American Indian: N/A	White: 84 Black: 56 Hispanic:83 Asian:88 American Indian: N/A					
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 81% to 83%.			5A.2.	5A.2	5A.2	5A.2	5A.2
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 51% to 56%.			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1. See Goal 1	5B.1.	5B.1.	5B.1.
Reading Goal #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 69% to 72%.	69%	72%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1. NA	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1. See Goal 1	5D.1.	5D.1.	5D.1.
Reading Goal #5D: The percentage of Students with Disabilities (SWD) scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 47% to 52%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	47%	52%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The 3 S's of Complex Text: Selecting /Identifying Complex Text, Shifting to Increased Use of Informational Text, and Sharing of Complex Text with All Students (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 6-8	Reading Coach and Subject Area Leaders	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Instructional Coaches Subject Area Leaders

End of Reading Goals

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Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are able to attend HOTS trainings. -Not all teachers involve students in leading discussions.	1.1. <u>Strategy</u> Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa's higher order to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b) <u>Action Steps</u> Plan <i>Teacher PD for Higher Order Thinking</i> -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -Provide support in higher order strategies during the year using strategies from	1.1. <u>Who</u> SAL's -Reading Coach -Teachers <u>How</u> -Grade level/subject area PLC logs turned into SAL. - School-based informal walk-through form, which includes the school's SIP strategies.	1.1. -Participate in PLC's -Participate in professional development <u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL <u>Leadership Team Level</u> -Discuss PLC notes at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.	1.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing EOC Testing <u>During Grading Period</u> Chapter Tests Benchmark mini-assessments
<u>Mathematics Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 86% to 87%.	<u>2012 Current Level of Performance:*</u> 86%	<u>2013 Expected Level of Performance:*</u> 87%					

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				<p>“Teach Like a Champion” book. (EET 4d, 4e)</p> <p><u>Teacher PD for AVID Coordinator Professional Development Support for Costas</u></p> <p>-AVID instructors provide staff development in faculty/PLC/site team meetings in the appropriate use of Costas questioning techniques.</p> <p>-AVID site team members collaborate with their PLC’s to enhance their skill level using student Costas questioning techniques.</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher</p>			
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				<p>responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>-During the lesson, teachers successfully engage all students in the discussion so all voices are heard. (EET Rubric 1b, 3b, 3e)</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>-Teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u></p> <p>-Provide demonstration classrooms on HOT questioning techniques (EET 4d, 4e)</p> <p>-Provide training during faculty meetings and on Early Release Mondays</p> <p>-SAL's will collect PLC logs and review strategies</p> <p><u>Whole Faculty</u></p> <p>-Teachers will participate in subject area PLC twice a</p>			
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				month on early release days.			
			<p>1.2. -Not all teachers plan comprehension checks prior to teaching the lesson. -Not all teachers know how to incorporate comprehension checks during instruction. -Not all teachers are able to attend professional development. -Not all teachers know how to plan an informal check during the last 5 minutes of class</p>	<p>1.2. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. Teachers plan frequent checks for understanding that: 1) align with essential learnings/outcomes, 2) allow for differentiation, 3) focus on gap analysis, and 4) lead to precise teaching. (EET Rubric 3b and 3e)</p> <p><u>Action Steps</u> Plan <u>Teacher Planning</u> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson) using strategies such as: --Think-Pair-Share --Think and Write --3-2-1 Wrap-up --Break it Down (<i>Teach Like a Champion</i>)</p>	<p>1.2. <u>Who</u> -Administration -SAL's -Reading Coach -Teachers</p> <p><u>How</u> -Grade level/subject area PLC logs turned into SAL. -School-based informal walk-through form, which includes the school's SIP strategies.</p>	<p>1.2. <u>Teacher Level</u> -Participate in PLC's -Participate in professional development</p> <p><u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL</p> <p><u>Leadership Team Level</u> -Discuss PLC notes and lesson plans at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.</p>	<p>1.2. 2-3x Per Year District Baseline and Mid-Year Testing EOC Testing</p> <p><u>During Grading Period</u> Chapter Tests Benchmark mini-assessments</p>

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		<p>--Exit Tickets (<i>Teach Like a Champion</i>) --Check for Understanding (<i>Teach Like a Champion</i>) (EET Rubric 1a, 3b, 4d)</p> <p>Do/Check <u>Teachers in the Classroom.</u> --During the lesson, teachers consistently implement checks for understanding strategies effectively. (EET Rubric 3b) --Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. (EET Rubric 3b, 3c, 3d, 3e) --Based on the checks for understanding data, teachers draw on a broad/extensive repertoire of strategies, --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --Implementing a collaborative structure activity. --Significantly modifying the activity. --Changing the pace. --Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success.</p>			
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		<p>--If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges. (EET Rubric 3e)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers reflect on their own teaching. (EET Rubric 4a) -In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d) -Share effective checking for understanding strategies and techniques (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e) -PLC notes have checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Provide professional development</p> <p><u>Whole Faculty</u> -Professional development at faculty meetings and on early release days</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:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool					
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1.	2.1.	2.1.	2.1.	2.1.					
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 60% to 61%.	2012 Current Level of Performance:* 60%	2013 Expected Level of Performance:* 61%	See Goal 1								
								2.2.	2.2.	2.2.	2.2.
								2.3.	2.3.	2.3.	2.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool					
3. FCAT 2.0: Points for students making learning gains in mathematics.		3.1.	3.1.	3.1.	3.1.	3.1.					
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points	2012 Current Level of Performance:* 81 points	2013 Expected Level of Performance:* 83 points	See Goal 1								
								3.2.	3.2.	3.2.	3.2.
								3.3.	3.3.	3.3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.	
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 64 points to 66 points	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goal 1				
	64 points	66 points						
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Math Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	
Mathematics Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goal 1				

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<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 87% to 88%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 49% to 54%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 87% to 88%.</p>	White: 87 Black:49 Hispanic:87 Asian:98 American Indian:N/A	White:88 Black:54 Hispanic:88 Asian:96 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:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		NA			
	5B.1.	5B.1.					
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1. NA	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1. See Goal 1	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Students with disabilities scoring proficient/satisfactory on the 2013 FCAT Math will increase from 73% to 76%.	73%	76%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 Algebra EOC will increase from 98% to 99%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goal 1			
	98%	99%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013 Algebra EOC will increase from 65% to 66%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goal 1			
	65%	66%					
			2.2.	2.2.	2.2.	2.2.	2.2.

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

End of Mathematics Goals

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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
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.		1.1. -Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are able to attend HOTS trainings. -Not all teachers involve students in leading discussions.	1.1. <u>Strategy</u> Students’ comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa’s higher order to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b) <u>Action Steps</u> Plan <u>Teacher PD for Higher Order Thinking</u> -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -Provide support in higher order strategies during the year using strategies from “Teach Like a Champion” book. (EET 4d, 4e)	1.1. <u>Who</u> SAL’s -Reading Coach -Teachers <u>How</u> -Grade level/subject area PLC logs turned into SAL. -School-based informal walk-through form, which includes the school’s SIP strategies.	1.1. -Participate in PLC’s -Participate in professional development <u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL <u>Leadership Team Level</u> -Discuss PLC notes at monthly Adm. SAL meetings -Administration and SAL’s will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.	1.1. <u>2-3x Per Year</u> District-level baseline in September Semester Exams FCAT results <u>During Grading Period</u> Mini Assessments Unit assessments Lab reports Essay Questions as homework, class work and tests
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 77% to 78%.	<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td></td> </tr> <tr> <td>77%</td> <td>78%</td> </tr> </table>					
<u>2012 Current Level of Performance:*</u>						
77%	78%					

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				<p><u>Teacher PD for AVID Coordinator Professional Development Support for Costas</u></p> <p>-AVID instructors provide staff development in faculty/PLC/site team meetings in the appropriate use of Costas questioning techniques.</p> <p>-AVID site team members collaborate with their PLC's to enhance their skill level using student Costas questioning techniques.</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?" (EET Rubric 1f, 4d)</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET</p>			
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			<p>Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion so all voices are heard. (EET Rubric 1b, 3b, 3e) -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act <u>PLCs After the Common Assessment</u> -Teachers reflect on their own teaching. (EET Rubric 4a) -Effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Provide demonstration classrooms on HOT questioning techniques (EET 4d, 4e) -Provide training during faculty meetings and on Early Release Mondays -SAL's will collect PLC logs and review strategies</p> <p><u>Whole Faculty</u> -Teachers will participate in subject area PLC twice a month on early release days.</p>			
		1.2. -Not all teachers plan comprehension checks	1.2. <u>Strategy</u> The purpose of this strategy	1.2. <u>Who</u> -Administration	1.2. <u>Teacher Level</u> -Participate in PLC's	1.2. <u>2-3x Per Year</u> District-level baseline in

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		<p>prior to teaching the lesson. -Not all teachers know how to incorporate comprehension checks during instruction. -Not all teachers are able to attend professional development. -Not all teachers know how to plan an informal check during the last 5 minutes of class</p>	<p>is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. Teachers plan frequent checks for understanding that: 1) align with essential learnings/outcomes, 2) allow for differentiation, 3) focus on gap analysis, and 4) lead to precise teaching. (EET Rubric 3b and 3e) (EET Rubric 3b and 3e)</p> <p>Action Steps Plan <i>Teacher Planning</i> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson) using strategies such as: --Think-Pair-Share --Think and Write --3-2-1 Wrap-up --Break it Down (<i>Teach Like a Champion</i>) --Exit Tickets (<i>Teach Like a Champion</i>) --Check for Understanding (<i>Teach Like a Champion</i>) (EET Rubric 1a, 3b, 4d)</p>	<p>-SAL's -Reading Coach -Teachers</p> <p><u>How</u> -Grade level/subject area PLC logs turned into SAL. -School-based informal walk-through form, which includes the school's SIP strategies.</p>	<p>-Participate in professional development</p> <p><u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL</p> <p><u>Leadership Team Level</u> -Discuss PLC notes and lesson plans at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.</p>	<p>September</p> <p>Semester Exams</p> <p>FCAT results</p> <p><u>During Grading Period</u> Mini Assessments</p> <p>Unit assessments</p> <p>Lab reports</p> <p>Essay Questions as homework, class work and tests</p>
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			<p>Do/Check <u>Teachers in the Classroom.</u> -During the lesson, teachers consistently implement checks for understanding strategies effectively. (EET Rubric 3b) -Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. (EET Rubric 3b, 3c, 3d, 3e) -Based on the checks for understanding data, teachers draw on a broad/extensive repertoire of strategies. --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --Implementing a collaborative structure activity. --Significantly modifying the activity. --Changing the pace. --Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success. --If needed, teachers identifying likely content and activity challenges in the original lesson and designing a second lesson that avoids those challenges.</p>			
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			<p>(EET Rubric 3e)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers reflect on their own teaching. (EET Rubric 4a) -In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d) -Share effective checking for understanding strategies and techniques (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e) -PLC notes have checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Provide professional development</p> <p><u>Whole Faculty</u> -Professional development at faculty meetings and on early release days</p>			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:			See Goal 1			
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 26% to 27%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	26%	27%				
		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	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
Gizmos	Grade 6-8	Science SAL	Science Teachers	On-going	Classroom walkthroughs	SAL and Administration Team

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. -Not all teachers plan for higher order questions prior to teaching the lesson. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Not all teachers are able to attend HOTS trainings. -Not all teachers involve students in leading discussions.	1.1. <u>Strategy</u> Students' comprehension of course content/standards increases through participation in higher order thinking questioning techniques/Costa's higher order to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b) <u>Action Steps</u> Plan <u>Teacher PD for Higher Order Thinking</u> -Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom. -Provide support in higher order strategies during the year using strategies from "Teach Like a Champion" book. (EET 4d, 4e)	1.1. <u>Who</u> SAL's -Reading Coach -Teachers <u>How</u> -Grade level/subject area PLC logs turned into SAL. -School-based informal walk-through form, which includes the school's SIP strategies.	1.1. -Participate in PLC's -Participate in professional development <u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL <u>Leadership Team Level</u> -Discuss PLC notes at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.	1.1. <u>2-3x Per Year</u> Review of formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric <u>During Grading Period</u> Embedded writing assessments from the core curriculum Student portfolios
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Writes will increase from 97% to 98%.	97%	98%					

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				<p><u>Teacher PD for AVID Coordinator Professional Development Support for Costas</u> -AVID instructors provide staff development in faculty/PLC/site team meetings in the appropriate use of Costas questioning techniques. -AVID site team members collaborate with their PLC's to enhance their skill level using student Costas questioning techniques.</p> <p><u>Planning/PLCs Before the Lesson</u> -PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question "How do we know if they have learned it?" (EET Rubric 1f, 4d) -Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk. (EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d) -Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check <u>Teachers in the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in</p>			
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				<p>an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>-During the lesson, teachers successfully engage all students in the discussion so all voices are heard. (EET Rubric 1b, 3b, 3e)</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>-Teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u></p> <p>-Provide demonstration classrooms on HOT questioning techniques (EET 4d, 4e)</p> <p>-Provide training during faculty meetings and on Early Release Mondays</p> <p>-SAL's will collect PLC logs and review strategies</p> <p><u>Whole Faculty</u></p> <p>-Teachers will participate in subject area PLC twice a month on early release days.</p>			
			1.2. -Not all teachers plan	1.2. <u>Strategy</u>	1.2. <u>Who</u>	1.2. <u>Teacher Level</u>	1.2. Review of formative writing

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		<p>comprehension checks prior to teaching the lesson. -Not all teachers know how to incorporate comprehension checks during instruction. -Not all teachers are able to attend professional development. -Not all teachers know how to plan an informal check during the last 5 minutes of class</p>	<p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in regular Checks for Understanding during and at the close of the lesson. Teachers plan frequent checks for understanding that: 1) align with essential learnings/outcomes, 2) allow for differentiation, 3) focus on gap analysis, and 4) lead to precise teaching. (EET Rubric 3b and 3e)</p> <p>Action Steps Plan <i>Teacher Planning</i> -PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>- With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson) using strategies such as: --Think-Pair-Share --Think and Write --3-2-1 Wrap-up --Break it Down (<i>Teach Like a Champion</i>) --Exit Tickets (<i>Teach Like a Champion</i>) --Check for Understanding (<i>Teach Like a Champion</i>) (EET Rubric 1a, 3b, 4d)</p>	<p>-Administration -SAL's -Reading Coach -Teachers</p> <p><u>How</u> -Grade level/subject area PLC logs turned into SAL. -School-based informal walk-through form, which includes the school's SIP strategies.</p>	<p>-Participate in PLC's -Participate in professional development</p> <p><u>PLC Level</u> -Data is used to identify effective higher order activities in future lessons. -Submit PLC logs to SAL</p> <p><u>Leadership Team Level</u> -Discuss PLC notes and lesson plans at monthly Adm. SAL meetings -Administration and SAL's will conduct regular walkthroughs -Discuss strategies at Lead Team Mtg.</p>	<p>assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric</p> <p><u>During Grading Period</u></p> <p>Embedded writing assessments from the core curriculum</p> <p>Student portfolios</p>
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		<p>Do/Check <u>Teachers in the Classroom.</u> -During the lesson, teachers consistently implement checks for understanding strategies effectively. (EET Rubric 3b) -Teachers involve enough students in this technique to get an accurate pulse of the students' understanding in order to adjust instruction if needed. (EET Rubric 3b, 3c, 3d, 3e) -Based on the checks for understanding data, teachers persist in seeking effective approaches for students needing help and draw on a broad/extensive repertoire of strategies. --When students have difficulty with the lesson, the teacher probes them for additional information so that the lesson adjustment accurately addresses the problem. --Offering an alternative explanation, approach, style of questioning or student activity. --Implementing a collaborative structure activity. --Significantly modifying the activity. --Changing the pace. --Teachers revealing to students the reasons for making a major lesson change and get their feedback about its success. --If needed, teachers identifying likely content and activity challenges in the</p>			
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			<p>original lesson and designing a second lesson that avoids those challenges. (EET Rubric 3e)</p> <p>Check/Act <u>Teachers/PLCs after the Common Assessment</u> -Teachers reflect on their own teaching. (EET Rubric 4a) -In PLCs teachers discuss the outcomes of checking for understanding strategies and techniques during their lessons. (EET Rubric 4a, 4d) -Share effective checking for understanding strategies and techniques (EET 1c, 1f, 4a, 4d, 4e)</p> <p><u>Administrators/Leadership Team</u> -Through walkthroughs teachers are identified that excel in checking for understanding strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e) -PLC notes have checking for understanding strategies and techniques on every agenda, allowing teachers to share successes and challenges. -Provide professional development</p> <p><u>Whole Faculty</u> -Professional development at faculty meetings and on early release days</p>			
		<p>1.3. -Improve the teaching of reading skills of Language</p>	<p>1.3. Strategy Students' reading, writing,</p>	<p>1.3. <u>Who</u> -Principal</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson</p>	<p>1.3. <u>During the Grading Period</u> Common assessments (pre,</p>

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		<p>Arts teachers. -Become more proficient at pacing and teaching Springboard lessons.</p>	<p>language, and listening /speaking skills improves through engagement in college and career preparatory lessons/activities/tasks that promote high levels of thinking.</p> <p>Action Steps <u>Within PLCs</u> <u>Before the unit</u> -Create norms. -Unpack an assessment and rubric. -Set SMART goals for the unit of instruction. -Reflect on barriers and successes from the year before. -Look at student assessment exemplars (previous students' assessments if available). -Visit the pacing guide and determine the pacing for the unit. -Decide on common terminology to use with students and during PLC discussions. -Decide on which vocabulary terms need to be taught during the unit. -Determine how the PLC would like to grade the assessments in order for there to be consistency among grade levels.</p> <p><u>During the unit</u> -Determine: --What is working? --Is there a need to enrich the instruction? How? --What isn't working? --Is there a need to supplement</p>	<p>-AP -Subject Area Leader -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -Administrators and coaches attend targeted PLC meetings -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation monthly. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>(post, mid, section, end of unit)</p>
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		<p>the instruction? How? --Are the needs of our ELL/SWD being met? --How can civics be added into instruction? --Is there a need for a demonstration classroom and/or teacher swap? -Conduct a pacing check. -Bring anchor activities (artifacts) to assess student understanding. -Plan strategies to differentiate -Plan higher order thinking questions. -Discuss portfolio implementation (Success/Barriers). -Discuss baseline data/data from anchor activities/data from EAs. -Determine whether teachers want to add additional criteria to the EA rubric. -Discuss additions to the writer's checklists.</p> <p><u>During the assessment</u> -Agree upon a date when all assessments need to be completed. -Discuss successes and challenges.</p> <p><u>After the assessment</u> Participate in an assessment Norming session (Data to be discussed after EAs are all scored).</p> <p><u>After all assessments have been scored</u> -Reflect on the unit. -Reflect on the effectiveness of the PLC (survey). -Revisit portfolios.</p>			
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			<p>-Identify the skills students struggled with and determine which activities in further lessons will readdress the skills needing to be re-taught or strengthened. -Recognize successes and celebrate.</p> <p><i>In the classroom</i> <u>During the lessons, teachers:</u> -Post essential questions and daily objectives. -Explicitly reference connections between the following: essential questions, daily objective, and assessment. -Select learning strategies as needed. -Group students appropriately. -Scaffold instruction building towards higher complexity. -Model and provide opportunities for guided and independent practice of skills aligned with the assessment. -Select academic vocabulary from text to be used during a unit of instruction. -Use multiple types of formative assessment and provide consistent checks for student understanding. -Use data during the lesson and after the assessment to inform instruction.</p> <p><u>During the lessons, students:</u> -Understand the criteria which will be used to evaluate their work. -Understand the purpose of the lesson and its connection to the assessment.</p>			
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			<ul style="list-style-type: none"> -Think critically and creatively. -Actively draw upon prior knowledge and use that knowledge to connect with lesson goals. -Know when, why, and how to use strategies when appropriate free of teacher support. -Collaborate within structured grouping. -Self assess understanding of content. -Use academic vocabulary in written and oral responses. <p><u>After the lessons, teachers:</u></p> <ul style="list-style-type: none"> -Post exemplars of student work. -Self reflect on lessons. 			
		1.4	1.4	1.4	1.4	1.4

Writing/Language Arts Professional Development

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

End of Writing Goals

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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
1. Attendance			1.1. Most students with significant unexcused absences have serious personal and family problems. Most students with significant excused absences have extensive medical appointments and/or extended vacations. -Teachers completing the required forms	1.1. -Create daily attendance procedures -Develop a Truancy Intervention Plan which encompasses 5 day absence, 10 days Excused for the school year, 3 days unexcused, 10 day unexcused, and excesses sign-ins and sign-outs. -Students will be discussed at grade level PLC’s	1.1. Secretary and APA AP will run Attendance/Tardy meetings every 20 days with appropriate reports Drop-out prevention specialist Social Worker Guidance Counselors	1.1. Attendance committee will examine data monthly using school district reports Review sign-in and sign-out logs	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
1. The attendance rate will increase from 96.18% in 2011-2012 to 97% in 2012-2013.	96.18%	97%					
2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% (Editor note: Multiply total of unexcused absences in 2012-2013 (122) x 10% = 12.2; Always round up – 13; 122 – 13 = 109)	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	20	18					
	<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>					
	16	14					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%. (Editor Note: Multiply total of unexcused tardies to school in 2010-2011 (58) x 10% = 5.8; Always round up – 6; 58 – 6 = 52)			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. -There needs to be common school-wide expectations and rules for appropriate classroom behavior. -Getting all teachers to follow the school wide procedures	1.1. Tier 1: Develop a school-wide behavior plan for all students to be successful Action Steps: 1.First day procedures committee will develop lessons to cover the school-wide expectations and rules. 2.Teachers post classroom expectations in the room.	1.1. Administration	1.1. Each quarter the UNTIE reports will be reported to Lead Team Based on the reports, new interventions will be added as needed	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data Submit UNTIE reports each nine weeks
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%. (Editor Note: Multiply total of ISS in 2011-2012 (211) x 10% = 21.1; Always round up – 22; 211 – 22 = 189 for new school year.)	119	107					
2. The total number of students receiving In-	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	68	61					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					

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School Suspension throughout the school year will decrease by 10%. (Editor Note: Multiply total number of students receiving ISS in 2011-2012 (73) x 10% = 7.3; Always round up – 8; 73 – 8 = 65 for new school year.)	59	53					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	37	33					
3. The total number of Out-of-School Suspensions will decrease by 10%. (Editor Note: Multiply total number of OSS in 2011-2012 (105) x 10% = 10.5; Always round up – 11; 105 – 11 = 94 for new school year.)			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%. (Editor Note: Multiply total number of students receiving OSS in 2011-2012 (39) x 10% = 3.9; Always round up – 4; 39 – 4 = 35 for new school year)			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

End of Suspension Goals

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal							
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from ____% on the Pretest to ____% on the Posttest. <i>Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.</i>	2012 Current Level :*	2013 Expected Level :*		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	1.1. APC Guidance	1.1. Checking student schedules	1.1.
				1.2. Health and physical activity initiatives developed and implemented by the Principal’s designee.	1.2. Principal’s designee.	1.2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
				1.3. Five physical education classes per week for a	1.3. Physical Education Teacher	1.3. Classroom walk-throughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for

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			minimum of one semester per year with a certified physical education teacher.			assessing cardiovascular health.
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Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Students not completing the survey. In 2011-2012, of 317 surveys only 88.1 responded 14.2 % responded "I don't know, 7% "no"	1.1. Increase supervision before and after school. Media center is available before school. Address issues in faculty meetings Morning show-mini lessons on bullying prevention. Hawk Positive Behavior Program Character Education on Mondays	1.1. AP Melissa Allen (Hawk Program) EASI discipline Susan Spears/Brenda Roberts-Character Ed. Training	1.1. Bullying reports Survey Results	1.1. SCIP Survey Redemption of Hawk Bucks Edline Survey in April
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of students who strongly agree with the indicator that "I feel safe at school" on the <i>School Climate and Perception Survey for Students</i> will increase from 80.1% to 90%.	80.1%	90%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: Not applicable due to less than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Not applicable due to less than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: Not applicable due to less than 10 students in this category.	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: Not applicable due to less than 10 students	2012 Current Percent of Students Proficient in Reading :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: Not applicable due to less than 10 students in this category.	2012 Current Percent of Students Proficient in Writing :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Not applicable due to less than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: Not applicable due to less than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will maintain 100%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math Goal 1				
	100%	100%					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 96% to 97%.	<u>2012 Current Level of Performance:*</u> 96%	<u>2013 Expected Level of Performance:*</u> 97%	<h1>See Math Goal 1</h1>				
			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

Elementary, Middle and High 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
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.

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Science Goal J: Not applicable due to less than 10 students in this category.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	<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 Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Not applicable due to less than 10 students in this category.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	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>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>STEM Goal #1: Increase enrollment and success in advanced coursework in middle and high school mathematics and science courses</p>	<p>1.1. Need common planning time for math, science, and other STEM teachers Need for research classes Supplies for the classes. Time for projects</p>	<p>1.1. -Explicit direction for STEM professional learning communities to be established. Science research classes -Subs for competitions Attend professional development on Science Fair</p>	<p>1.1. PLC or grade level lead -Subject Area Leaders</p>	<p>1.1. Administrative/SAL walk-through Math league participants Number of Science Projects</p>	<p>1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase the number of students earning an industry certification from the funded list from 40 in 2011-2012 to 100 in 2012-2013.	1.1. Students not completing the requirements	1.1. Increase the opportunity for students to participate in school-based enterprises.	1.1. CTE Teachers	1.1. Log of articulation activities Log of certification	Logging progress per nine week. Share data with teachers.
	1.2.	1.2 Increase/sustain the number Of CTE classrooms that are well equipped for the courses offered.	1.2. Administration	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE 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
Industry Certifications						

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
	Beginning Balance		3,618.00
Final Amount Spent			